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THE TRUE MISSION OF THE TEACHER.

A PRIZE ESSAY, BY MRS. RACHEL C. MATHER,
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[Continued.]

INTELLECTUAL EDUCATION.

The next branch of education, and that usually considered as the teacher's peculiar mission, is intellectual culture, which consists in drawing out and disciplining the intellectual faculties, in storing the mind with valuable knowledge, and in suitably arranging this knowledge for ready use; and which implies, also, the formation of good mental habits.

A gradual succession in the unfolding of the mental powers intimates a corresponding order of study, to which the teacher should ever conform. Young children are materialists, and cannot form a clear idea without the aid of visible objects. Their perceptive faculties only are unfolded, and their knowledge must come from the external world through the medium of the senses.

They can see, hear, and know, and retain their knowledge. By pictures and graphic descriptions, they may gradually become acquainted with distant objects, geography, and the rudiments of natural history. Language, too, and arithmetic can be pursued with advantage, if properly explained and illustrated. Instruction given during this period of the child's development should ever be made plain, simple, and interesting; and always be illustrated by maps, diagrams, pictorial

representations, or actual observation ; while the teacher should be very careful not to crowd and overtask the juvenile mind, so as to induce satiety and weariness, and thus create a disgust for school and books, which the pupil may never be able wholly to overcome, so powerful are early prejudice and association.

As the reflective faculties gradually unfold, the mind, without a conscious effort, begins to compare, reason, and reflect, and may easily be trained to habits of patient analysis and consecutive thought. Now the pupil not only collects facts, but readily generalizes them, and from known verities almost unconsciously deduces new principles of truth, and thus lays a good foundation for the successful study of history and natural science. He is now fully aware of a world within, of a mind that can reflect and investigate ; and, from the galleries of its enshrined imagery and paintings, he begins to form his own mental creations, and clothe them with the beautiful drapery of appropriate expression.

He can now comprehend abstract ideas, and the principles of language and mathematics, while he aspires to know the laws of the animal and vegetable economy, the nature and structure of his own mind, and civil and religious polity. Consequently there comes a natural call for physiology, metaphysics, and moral science ; and, that his full soul may find a true exponent in elegant diction, he seeks the aid of logic, rhetoric, and belles-lettres.

Never should the pupil advance from one study to another, until he has reached an intellectual plane, where he will comprehend it fully, and prosecute it with enthusiasm. If he learn understandingly, he will be likely to learn with zeal, while in vainly striving to master a study, which he has not the maturity of mind to comprehend, he loses his interest, and becomes dull and dispirited.

ORAL INSTRUCTION.

Much of the instruction given to young children should be oral, because such instruction is more agreeable to them, being more social, and more in accordance with simple, genial nature, than the dull formality of text-books. The well-modulated voice and kindling eye of the earnest teacher have a strange power to wake up and inspire mind, while her appropriate gestures and tones secure the pupil's close attention, and, associated with the instruction, leave an impression that will be indelible.

Deep thought and strong feeling communicated orally are usually eloquent, and find a ready way directly to the heart,

while the very soul of the devoted teacher seems so to emanate with her instructions, and blend itself with that of the pupil, that her principles and sentiments become easily inwrought into his moral being and life. It is thus that she most successfully transcribes her own character upon the souls of her pupils. Oral instruction is Nature's own eloquent mode, and has ever been a favorite method with the best teachers. Thus taught Moses and Solomon; thus taught Socrates and Plato; and thus taught a greater than Plato, a Teacher from God, whose doctrine "dropped as the rain, and distilled as the dew."

ESTHETIC CULTURE.

The teacher's mission includes also a cultivation of the higher intellectual senses, which occupy a rank between the physical and moral, such as a sense of beauty, grace, and sublimity, order, harmony, and propriety; and implies an improvement of the taste and imagination, by the fine arts, graceful manners, and elegant accomplishments. But this ornamental culture, however desirable in connection with the solid branches, without them is of little value, having a tendency to form characters too fastidious for the common prose and monotonous routine of every-day life.

Important as are physical, intellectual, and esthetic education, yet they do not constitute the *whole* of the teacher's mission. Uncombined with moral culture, they are not only useless, but worse than useless, giving selfish man the elements of immense power, without the salutary limitations of moral principle. Such an education may furnish the world with Napoleons and Aspasia's, but can develop no higher spiritual life, unaccompanied by an education of the heart.

MORAL EDUCATION.

Now we come to a consideration of the teacher's *highest* mission, the most essential branch of all education; vastly important, not only for its own intrinsic value, but because it enhances in an unspeakable degree the value of all the others; and this is Moral Education. This consists in a right direction of the natural sympathies and affections; includes a cultivation of the moral senses, such as those of honor and shame, right and wrong; and implies the formation of good habits and principles.

This education sanctifies and directs physical and intellectual attainments, and empowers conscience to subordinate and employ the lower faculties, in subserviency to our future well-being, the happiness of others, and the glory of God; and

thus enables us to fulfil the highest aim of human life. Such an education brings out to view the great lights of the world and benefactors of mankind, developing men like Howard and Washington, and women like Hannah More and Elizabeth Fry. This moral culture gives to man the highest power attainable on earth, a power more subtle than magnetism, more enduring than time, more imperative than the fiat of princes, more invincible than marshalled hosts. This is *Moral Power*, eminently illustrated in the lives of such men as Paul and Luther.

The teacher's true mission is, not merely to store the mind with knowledge, and strengthen and discipline the intellectual faculties, but to inspire the soul with love for the beautiful, good, and true, and lead its affections away from self, to sympathize with universal humanity and aspire after God; to aid the pupil in the attainment of true magnanimity, moral power, and spiritual repose.

Educational reformers have exposed the absurdity of old systems of education, and they have fallen into disuse. They have maintained the necessity of physical culture, and of a strict adherence to the laws of health; and their efforts have brought about a physiological reform. Is there no room for further progress? Are there no more fields for the educator to explore? Philanthropists, in their eagerness to arouse the world to feel the necessity of physical and intellectual culture, seem often to have lost sight of man's highest glory, his moral endowments.

Since the moral faculties of children are as susceptible of culture as the mental, why should not the plastic period of childhood be regarded as the most appropriate season to develop moral character, and cultivate the principles of truth, virtue, and justice? Why should perception and memory be so sedulously trained, while conscience is scarcely recognized, and humility and self-control are seldom mentioned? Why bestow all the educational labor upon the head, and neglect the heart, or leave it to the mis-education of chance and circumstance? Since the heart is the seat of all true life, the fountain of the affections, and the mainspring of thought and action, its culture *must be of vital necessity*, and should constitute an important part of the teacher's mission.

RELIGIOUS TRAINING.

Moral education implies, not only the development of right principle in the discharge of our duty to ourselves and our fellow-men, but also a recognition of our obligations to God,

and the duties we owe Him in view of His supreme excellence and our entire dependence upon Him. Man is endowed with a religious element, and youth is the appropriate season for its culture ; for then the mind is unfettered by the trammels of the world, the heart is tender, faith, love, and hope are in lively exercise, reverence and humility are characteristic graces, and the light of reason then appears dim, compared with the purer light which radiates from the inspired page.

These pre-requisites render childhood the most favorable season for religious impressions, and can the teacher who would be faithful to the true welfare of her pupils, disregard so good an opportunity for religious training ? Can she acquaint them with all the gradations of organic matter, from the floating atom up to the sidereal heavens, and leave them in ignorance of Him, "to Whom and through Whom are all things?" Can she teach them of the whole series of animal life, from the tiny insect up to lordly man, and say nothing of their Author, in Whom they all "live and move and have their being?" In natural science, their attention should often be directed to the infinite wisdom and goodness revealed in the countless forms of Nature ; in history, to the evidences of an overruling Providence in the affairs of nations and individuals.

Early, too, should they be taught, that God is their Creator and Preserver, and has a consequent right to their time and talents ; that He is their Father, and has, therefore, a claim to their love and obedience,—to their filial reverence, submission, and confiding trust ; and that He is their Judge, to whom they are amenable, an Omniscient Judge, who reads every thought, scans every act, and will bring them into judgment for every secret thing. They should also be taught the evil and bitterness of sin, and its disastrous consequences. Heaven and eternity should often be presented to their minds, while the character of Jesus should be held before them as a model, and His precepts as their guide.

Happy that teacher on whom the Spirit rests, and who, free from cant and bigotry, can communicate religious truth with the unction and fervor of experimental knowledge ; and happy that school, for there reign love, joy, and peace,—there abide goodness, gentleness, and faith !

MORAL EDUCATION THE GREAT WANT.

Moral education is the great want of the age. The close application to business, and incessant intellectual activity which mark the times, have a tendency to check the flow of

affection and harden the heart, while the arts and commerce, the fashion and etiquette, the trade and politics of a refined civilization, foster a voluptuous materialism that would revel in ostentation and luxury. These evils, early moral culture only can successfully oppose; these tendencies, a judicious training of the heart alone can effectually counteract. Then should not every teacher be a perpetual source of healthy spiritual life, and every school, the pure centre of an elevating moral influence, ever radiating far and wide?

If the heart be untutored, its natural tendencies lead it down into the devious paths of error and vice; if, through an opposite extreme, its genial heavings be entirely repressed by frigid formality and arbitrary law, the intellectual powers soon become fettered, all the vitalizing energies of the being languish, moral beauty fades, and the refreshing tides of spiritual life ebb and stagnate.

In the latent depths of the child's heart slumbers a mighty power for good or for evil; a germ that will unfold in the beautiful tree of life, whose rich, ripe fruit will strengthen the weak and revive the weary, or in the deadly, desolating upas, breathing poison and blight. The intellect, which is only the heart's faithful servant, is trained with care; but the heart, which gives law to the whole being, sends forth "the issues of life," and determines the moral progress of society, is often left wholly uncultivated. Hence injustice prevails, tramples man into the dust, and extorts the cry of the oppressed; vice sweeps off millions to an untimely grave; and fiendish hate and ambition engender strifes, which end in wars dire and destructive, laying waste cities and desolating nations.

THE TEACHER'S HIGHEST MISSION.

Fellow teacher, do you doubt that moral education is our most important mission? If so, look abroad upon the fields of Mammon, and behold the insane competition for gain; look in upon every department of finance, and view the base iniquity and fraud practised there; go to the boisterous arena of political strife, and witness the rude scrambling for position and supremacy; go through all the walks of society, from the sumptuous palace of the cruel extortioner to the dismal hovel of the miserable inebriate,—from the splendid mansion of the haughty oppressor to the wretched den of the fettered captive; go, visit the almshouse and the penitentiary, and look in upon the haunts of crime, that lead down "to the chambers of death;"—and, on your return, say, if love and truth be not the world's *great want*, if equity and virtue be not society's *most imper-*

ative need. Consequently, to educate the young with a view to supply this deficiency *must be*, beyond all things else, the great mission of the teacher.

One replies, this is the parent's work. The voice of his first-born awakens in the parent's heart a world of thought and emotion, while new tides of life and joy thrill his soul and animate his frame, which is Nature's guaranty for the supply of the child's natural wants. But no such provision does Nature make for his spiritual wants, no new tides of wisdom and spiritual life flow into the parent's soul, teaching him how to train the infant for duty, happiness, and Heaven. Besides, his children must be clothed, fed, and sheltered, and if he have the ability to give moral instruction, he may not have the leisure.

Another replies, this work belongs to the pastor. His peculiar mission is the development of spiritual life in mature minds, and he often finds it difficult to descend to the sphere of childhood, and become a "teacher of babes." He may be unacquainted, too, with the child's peculiar besetments and tendencies, and consequently unable to adapt instruction to his moral necessities.

Another replies, this moral training is the mission of the Sabbath School instructor. But *he* is seldom brought into collision with his pupils, and therefore can know but little of their individual characters and true feelings, which are often concealed from him by the veil of timidity or hypocrisy. The Sabbath School instructor may successfully train the purely religious element; yet few occasions arise where he can practically enforce the habits of self-control, patience, and equanimity.

TEACHING BY WHAT WE ARE.

The *school teacher*, then, must educate the child's moral nature, or in many instances it will not be educated at all. How shall she do this? Not by lecturing on ethics, but by an upright example, which is ever more impressive than precept; by a pure life, which is far more eloquent than words; and by improving favorable opportunities for the practical inculcation of moral truth. Though our lips be silent, our presence and manners ever radiate an influence, subtle and enduring, and corresponding with our true character.

Therefore, would we do our pupils good, we must *be good*. Would we teach them to be patient and forgiving, gentle and humble, such must ever be our example. Would we inculcate habits of self-control and equanimity, we shall do so successfully

if our own uniform serenity of manner and placid brow recommend our instructions and illustrate their value. Would we enforce the principles of purity and truth, we should not only love these principles, but be ourselves the living embodiments of purity and truth. All unconsciously we are ever transcribing our own characters upon those of our pupils; therefore, not so much *what we say*, as *what we are*, impresses them.

THE MORAL SACRIFICED TO THE INTELLECTUAL.

Since the moral faculties are man's highest endowment, it would seem that intellectual education should always subserve the moral, and not the reverse, as is too frequently the case. Do we not sometimes cultivate the intellect to the detriment of the heart? Does not the system of rewards and medals, offered to pupils who can jostle aside their comrades and scramble to the highest place, foster a selfish ambition, which in subsequent life develops itself into a ruder competition for wealth and professional or political ascendancy? Do not the ostentation and vanity, so often encouraged by the display of school exhibitions, stimulate a thirst for public admiration, which in after life manifests itself in an extravagant display of costly dress and furniture, often ending in bankruptcy and ruin?

[To be continued.]

LECTURES IN PARIS.

[WE are permitted to lay before our readers a very interesting letter, addressed to the Secretary of the Board of Education by that large-minded and large-hearted laborer in the cause both of special and of general education, Mr. George B. Emerson, whose name is so associated with every important step in the progress of popular instruction in the State within the last thirty years. Indeed, some years earlier, he tested in his own school, while yet in manuscript, Warren Colburn's First Lessons in Arithmetic, that "plough-share," as it has been called, "through the old system of mechanical teaching."

After a most successful and useful term of instruction, extending through more than a third of a century, (though it can be only playfully that he speaks of his "old age,") Mr. Emerson has taken a *vacation* for the accomplishment of a cherished purpose of his life, that of gaining a personal acquaintance with the institutions of Europe. We are only expressing the sentiment of every friend of education, in wishing that a blessing may attend him wherever he goes. Mr. Emerson took passage for Europe about the middle of October. His letter leaves him, it will be observed, just on the point of setting out from Paris, towards Italy.]

PARIS, DEC. 30, 1856.

MY DEAR SIR,— For these five or six weeks that I have been in Paris, I have taken every opportunity that has offered

to get acquainted with the modes of instruction in use here in the highest departments, in the Sorbonne and the College of France. These are, almost universally, by what we call lectures; by what they call courses, or lessons, or studies; and I have seen one or two of the best specimens in each department of study.

On Mathematics, applied to Natural Science, I have heard an excellent lecture from a young man, PUISEUX, upon the elements of Astronomy. It was given in a very small lecture-room, as small as the smaller recitation rooms at Framingham or Salem, to a very small audience, seated at a table, or behind, on chairs, opposite a blackboard, which occupied nearly the whole of one side of the room.

M. Puisseux came in, bowed respectfully to his audience, and laid upon the table a paper about the fourth part of a letter sheet, on which seemed to be written a few words. He then turned half round towards the blackboard, took the chalk from the ledge beneath, and began with the fewest possible words of introduction to his subject. There was not a syllable upon himself or upon his audience. He was wholly occupied with his subject. After this introduction, he drew upon the board circles and lines to give the elementary ideas upon that part of the subject he had chosen, the observation of the phenomena of the heavens. He took it for granted that his hearers were well acquainted with plane and spherical trigonometry and geometry, and with algebra, and made not a single explanation in regard to them, but used them, as he used language, as vehicles for his thoughts. He kept his eyes and thoughts fixed upon the blackboard, and upon the figures and processes he represented there, without a moment's cessation, for half an hour.

He then made a short pause, glanced at the paper upon the table, and, without seating himself, took up another part of his subject and pursued it in the same uninterrupted manner, to the end of the hour. He had calculated carefully to bring that head to a conclusion at the end of the sixty minutes. From beginning to end he had used only the chalk and sponge. At the end of the hour, he laid down the chalk and sponge, bowed slightly but respectfully to the audience, and disappeared through a door by the side of the blackboard. Not a word about the next lecture, the time for which, we all knew, was posted on bills on the walls of the vestibule of the lecture-room, and was contained in sheets to be had at the porter's lodge.

Most of the audience, for there were a few like myself, mere lookers-on, had been as busy as the lecturer. They had been drawing the figures and taking notes as fast as pen or pencil would allow. There was not the slightest interruption of any kind, from the beginning to the end of the lecture; though it was public,—the doors were open, and any individual in Paris was at liberty to come in and listen.

In a single instance the lecturer made a mistake. He placed certain figures on one side of a line and gave them a certain name, instead of the other side, with another name. As soon as he discovered it, he said, in the simplest manner, "Pardon, gentlemen, I have made a mistake;" rubbed out his figures, and put them in their proper place, gave them the name which belonged to them, and went on.

In this manner he will go on to give all that belongs to that part of Astronomy which forms the subject of his lectures.

Of the same general character was a lecture I heard from M. BERTRAND upon the Theory of the Motion of Solid Bodies. I went to the lecture-room hoping to hear Biot, my old instructor in Natural Philosophy, from whose books I learnt, many years ago, very much of what I have ever known upon Physics and Astronomy. M. Bertrand is his substitute, or assistant professor. At the hour fixed, in the same little lecture-room, and before a small audience, appeared M. Bertrand. He, also, entered at once upon his subject, without even any allusion to a previous lecture. He had no notes whatever. He had only his chalk and sponge. His lecture was almost purely mathematical. After drawing diagrams, and stating the conditions of the question, he at once expressed them in algebraical language, and went on to discuss them, with the aid of algebra and the differential calculus, simply, clearly, severely, and logically, without any hesitation or deviation or repetition, and with very slight pauses, to near the end of the hour, when he gave a slight *résumé* of what he had established, and, at the close of his hour, disappeared through his door.

Throughout both these lectures there was nothing of what we should call French gesticulation or French emphasis. There seemed to be a complete forgetfulness of self; and, of course, everything was graceful and natural and in excellent taste.

Wholly unlike these, but not less beautiful, was a lecture I heard from a learned and able young scholar, M. LEVEQUE, professor in the Faculty of Letters at Nancy. The place of meeting was a large lecture-room in the Sorbonne, and the hour was three. By that time the room was well filled. In-

stead of the punctuality of his young mathematical brothers, he did not make his appearance till a quarter after three, before which time the audience, then somewhat crowded, had repeatedly given rather noisy evidence of their impatience. He entered with an open book and some loose manuscript sheets in his hands, laid the book open upon the table, and continued for a minute to read in it; then placed it aside, and near it his leaves, poured a glass of water into the sugared glass by his side, drank, seated himself in his arm-chair, and began upon his subject, the History of the Scholastic Philosophy in Europe during the time of Charlemagne, and in the three or four centuries immediately preceding. This was not the first lecture of his course, and the sound of his voice produced instantly the most perfect stillness. He seemed a young man, perhaps thirty or less, with a face of singular intelligence and sweetness, and expressive of great feeling. His voice was a fine, clear, musical, winning voice, in perfect keeping with his face; and his manner such as belonged to both.

He began with what he called a talk, *entretien*, upon the natural desire we have to go back to the beginning of institutions and customs, as the traveller loves to trace a river to its source. Throughout, his lecture was in the manner of a delightful, animated conversation, without superfluous gestures or words. It was evidently extempore. He recurred to his book and manuscripts only to read quotations or translations of passages from different authors, important or apposite to his subject. As he entered into the detail of the manner in which Charlemagne interested himself in the establishment of schools, or in collecting about him learned men; or of Alcuin devoting himself in his old age to carrying out the great plans of his royal friend, the professor's face was suffused with the color of feeling, his eyes moistened and glistened, and, although his fine voice remained firm, there was an emotion in it which touched every person present. They listened with rapt attention to the end of his lecture, and then broke out into rapturous applause.

From BAUDRILLART, who lectured upon Political Economy, who is evidently well read, and full of thought, and capable of tracing facts to principles, and of giving the best utterance to his opinions, I should have been well pleased to hear an extempore discourse in the style of Lévêque. His, however, was wholly different. He sat quietly down in his professorial chair, and read, in a clear, melodious, well-educated voice, what seemed to me to be an able, and well-considered, and extremely well-written discourse, upon the

Origin of Property, particularly of property in real estate. He quoted, or referred to, with modesty and respect, the most distinguished writers of England and France, upon political economy, and proceeded to establish, as the foundation of property, one's right to his personal liberty, the first and most sacred of all rights. The foundation given by other writers is the right a person has to his own labor, and the fruits of his own labor. But, says Baudrillart, the foundation of his right to his own labor is his previous right to his own liberty, and to the use of it according to his own pleasure. It was a very convincing and able lecture; and I think we shall hear again from M. Baudrillart. But his mode of proceeding was as different from that of the others, as talking is from reading, and yet, for him and his subject, not less excellent.

I have heard many other lectures from different persons, and upon a great variety of subjects. For there are at this moment going on, in Paris and the immediate neighborhood, more than one hundred and twenty distinct courses, by as many different lecturers,—all free and open as air to all who are willing to come and hear.

Some of these would strike one of our sober, undemonstrative fellow-citizens of Massachusetts, as extremely ridiculous. What, indeed, would naturally seem more so, to a person who did not enter into the French feeling, than incessant gesticulation, grimace, shrugs, and emphasis, upon a grave question in metaphysics? I confess that if I had not been able to hear and understand one of these lectures, I should have supposed the lecturer, at a certain point, to be engaged in telling an infinitely droll story as grotesquely as possible. He was really pointing out the difference between the ancient and the middle academy, in the history of the Platonic philosophy.

Some of the most attractive of these lectures are those given by BALARD upon Chemistry, and by DESPRETZ upon Physics. The former makes an immense number of experiments, and all very successfully. But he is assisted by two, three, and sometimes even five, assistants, who give the most exact attention to his progress, and hold themselves in perfect readiness; so that when he says, directing his attention to the audience, "This property of this substance, gentlemen,"—one of them puts into his hand the substance; and when he adds, "can be proved by the following simple experiment,"—another places before him a tray with cups, glasses, and phials, ready for instant action. In this way not a moment is lost, and one leaves

the room with a feeling that he has heard and seen very nearly as much as it was possible to hear and see within the time given.

The other gentleman, lecturing upon Heat, repeatedly did a thing which resulted only in disappointment. He had all the apparatus ready for an experiment, and then cheated his audience out of it, saying, the experiment would be easy enough if he had a mind to make it. But I have probably found fault enough in a long life of teaching, not to be tempted to fall into a fault-finding spirit in my old age. Indeed, it is only with a feeling of admiration that I regard the magnificent liberality with which lectures by very able men, upon almost every subject that is supposed to be interesting, in philosophy, science, and literature, are thrown open to all who wish to listen to them.

I hoped to be able to make some observations that might not be without interest to you, upon some other subjects relating to education ; but I must bring this letter to a conclusion, as I have just now very suddenly concluded to set off to-morrow towards Italy.

Wishing you God-speed in your noble work, I am

Very truly yours,

GEO. B. EMERSON.

HON. G. S. BOUTWELL.

ESSENTIAL CONDITIONS OF COMPLETE EDUCATION.

KNOWLEDGE becomes wisdom, as it reveals to men their mutual dependences and sympathies,—as it teaches them to prize highest those goods which each enjoys the more, with the increase of numbers to share with him. When the table was spread in the wilderness, whose provision grew with the increase of numbers partaking, so that, the more partook, the more remained for after-comers ; no place remained for that envy and contention, so often attendant on “ laboring for the meat that perisheth.” And thus was symbolized the harmonizing tendency of a general agreement to “ labor for the meat which endureth to everlasting life.” The felt sense of our intellectual and spiritual wants,—the appreciation of those enjoyments which by division become to each sharer a fuller share,—such is the instrumentality for appeasing strife and division.

TWO CLASSES OF GOODS.

For the goods of life may be divided into two classes, distinguished by this important difference : — one class, from its own nature, can fall to the lot of but a limited number ; in the success of others, each sees an obstacle to his own success ; — the other constitutes a stock undiminished by division, or rather, success to some in seeking facilitates success to all others. Hitherto, by a mistaken appreciation of things, the human mind has attached the chief value to the first class. All the world are running a race ; and one in which, though they “run all, yet one receiveth the prize,” and he to the disappointment and mortification of his competitors. The exceptions have been few. Many want what only one can get. This short story tells mainly how the world is kept at unrest. But light is dawning. The second class of goods is rising in common estimation. And with all the confidence wherewith we pronounce that time destroys the illusions of opinion, but confirms the decisions of Nature, we may expect the light to shine brighter and brighter “to the perfect day.”

MEASURE OF HUMAN PROGRESS.

Human progress is measured no way so surely, as by the signs which indicate how fast men are coming to find that they have a common interest, that none needs to traverse another's welfare to compass his own ;—as by the measure in which the social body becomes like that perfectest specimen of the divine workmanship, of which it is preëminently true that, “whether one member suffer, all the members suffer with it.” Every true want discovered reveals to men yet more their community of lot to suffer or to rejoice together. Every artificial want created tends to insulation,—to the separating of class from class,—to the finding of satisfaction in what must be the distinctions of the few,—to the feeling, “stand by thyself, for I am holier,—I am richer, or I am genteeler, than thou.”

By the aid of this thought we may take a sober view of society. We shall not be transported into the fancy that the world is going ahead so fast, as is indicated by the number of yards of cotton we manufacture, compared with what was produced at the beginning of the century ; or by our increased facilities of sending messages, and leaving distance behind us. Neither shall we see so much degeneracy of the age in the visibly lessened predominance of religious ideas, and the diminished respect for religious institutions. But we may see ideas working, in whose growing strength we may hope for the corrective of those influences which have so often sad-

dened national histories with the tale of civilization blasted midway by the ingress of false refinements and fictitious wants, and the social body perishing of its own corruptions.

This history, so often repeated, just tells that human progress has its limits, beyond which it cannot pass, which once reached, the tendency is thence to deterioration ; till a world of ideas, and an expanse for ceaseless progression, are opened in the things which "eye hath not seen, nor ear heard," neither hath the unaided "heart of man" conceived. The powers of the world to come must supply the considerations, to bring us back to the conviction that "we are one ;" when the feeling that we are many and divided is so favored by the results of the minute division of labor, as seen in the princely fortunes accumulated in the hands of a few, and in the growing tendencies of some occupations to quicken intellect, and of others to contract and deaden.

ATTEMPTS AT ISOLATED EDUCATION.

There are relations of education to the sense of common humanity, which seem too delicate to be perceived, but by senses quickened into the wisdom which the entrance of the divine word gives.

The most striking fact, within the knowledge of the writer, illustrative of the thought now in his mind, was developed by the philanthropy which sought to communicate Christian light and love to heathendom. He remembers when the missionary enterprise was a new thought, and many questions as to its policy remained to be settled. Prominent among these was the question, whether the missionary should be a married man ; and this argument was then confidently urged in the affirmative, — the benefit of having children trained up in a Christian way before the eyes of the heathen.

That calculation has been so worse than disappointed, that now the missionaries send home their children to be educated, alleging the danger, lest their children become stumbling blocks before the heathen, from the little apparent difference in results between Christian and heathen training,—a fact worth all the cost of the missionary enterprise, for the light it throws on the law of mutual sympathies and dependencies.

If it were but a question of defending their children against evil influences abroad, that negative success might possibly be mastered. But that is one of the smaller points to be secured. There remains the want of those nameless, numberless, unappreciated influences, which are ever bearing on our children ; which form the mind and determine the man, more

than all the appliances that visibly constitute education. There is the want of the kindly influences mutually given and received in a young community, all subjects of a like process of intellectual and moral training. The few cedars left on Lebanon grow scragged and awry, tempting the traveller to wonder at their ancient fame as building timber. Nearer home we may witness how straight and shapely grow the forest pines; how irregular, and fit only for fuel, the solitary tree.

Such is the influence which mind imparts to mind; so necessary is it, that we be trained in society. Thus it is that teaching in all its branches,—the whole apparatus of schooling, applied in a few families, where intellectual stupor and moral darkness reign around, avails but little,—no sight of magnificent undertakings, no breathing spirit of inquiry and enterprise cherishing the mental growth.

SELECT SCHOOLS.

When shall we fully learn and act upon the principle thus brought to view? When will the knowledge of it give their just place and estimate to select schools? Better have such, than none. If the means and prevalent estimate of education allow nothing more, better that a few families thus blessed have their children collected in school, and that done for them which can be, than that universal rudeness reign.

Only let them understand what partial success must crown their best efforts. While the mass of children in a neighborhood are left to grow up rude and ignorant, the select remainder cannot be thoroughly educated. Cared for and defended as they may be, they will receive an influence from the neglected mass, more mightily instrumental to the mind's formation, than all that books and masters can do. Success in shielding from untoward influences, so far as obtained, is but negative; and leaves a want which can be supplied only on the practical admission, that *thorough education for any is proffered on the condition of thorough education for all.*

NARROW VIEWS OF EDUCATION.

The awakened interest in education will fail of its best result, except as it teaches this lesson. There are tendencies of the day,—so-called improvements,—exceedingly unfavorable to maintaining the *E pluribus unum*. Some such have been adverted to. Education itself, as commonly understood, may be made to tend the same way. If knowledge is power, and as such only is esteemed, there may be the same temptation to grasp a monopoly of that, as of any other means of power. If mental culture is regarded as but a genteel embellishment, it

falls within the class of things most precious for their rarity, and which lose all their value in being generally communicated.

It must be known, that, as we breathe a common atmosphere, from which springs a general average of health, above which no self-cultivation can greatly raise any, — so there is a common intellectual atmosphere, by the necessities of which we are equally bound. A consciousness of this would arouse us, just as our self-love disturbs our repose, if we know that the pestilence lurks in yon hovel.

Every one must be expected to seek his own welfare, as he understands it; and if one's understanding thereof teaches him to find his own in traversing another's, such a result must be expected. Men may rise high above the brutes, — to exquisite taste, high refinement, and keen appreciation of the pleasures of knowledge, — without the consciousness of what they miss from the fewness of sharers in their own enjoyments. Their knowledge never attains to wisdom; — wisdom, that best security of the *E pluribus unum*, from its realizing those goods to be most precious, which offer least temptation to traverse another's welfare as the means to our own; for they offer themselves to be *shared fully*, on the one condition of being *shared universally*.

W.

THE PARISH SCHOOLS OF SCOTLAND.

[The following article originally appeared in the Congregational Journal, of Concord, N. H. In compliance with a special request, the author has kindly revised it for our pages. The subject has so much permanent interest historically, and furnishes, at the same time, so many useful suggestions on modes of education and methods of instruction, at the present day and in our own country, that we feel assured our readers will be gratified with the opportunity of perusing this sketch by one who speaks from personal observation regarding the topics of which he treats.]

INFLUENCE OF THE PARISH SCHOOLS.

THE character of the Scottish people, it is well known, owes its distinctive features to the influence, mainly, of the national modes of education introduced by John Knox and his followers, in the year 1560, and fully established in the latter part of the sixteenth century. To our New England community this fact possesses peculiar interest; as the earliest resolutions adopted by our forefathers, on the subject of education, are a transcript, almost *verbatim*, from the enactments embodied in the black-letter records of the ancient Scottish parliament.

But to resume our immediate subject, — whatever Scotland has been, since the days when her children knew little else than “broil and battle” among themselves, and “raids” and “reavings” on the English border, she owes to her system of parochial schools. The extensive introduction of manufactures into most parts of the country, and the rapid increase in the numbers of its dissenting population, have unquestionably done much to obliterate, within the present century, the impression formerly made by these schools on the character and habits of the Scottish people. Some of the recent changes introduced in compliance with the suggestions of the parliamentary commission on education, have, within the last twenty years, had a similar effect, though counterbalanced to a great extent by some immediate practical benefits, connected with present modes of life.

Were the question, “Stands Scotland where it did?” put with reference to education, and its moulding power over character, the answer must be, No. The poor, lured by the bait of even the scanty wages paid by the manufacturer for the services of children, withhold, too generally, their offspring from the parish school; and the now numerous dissenting communities take little interest in upholding seminaries under the special care and patronage of the kirk. The progress, also, of knowledge and refinement has served to create an extensive desire for higher attainments and a wider range of culture, than parish schools were usually able to afford, in those branches, particularly, which are more immediately connected with the present advances of science. The form and character of the once venerated parish school are plainly “wearin’ awa,” in most parts of Scotland. The following remarks refer, rather, to what the parochial schools were in the early part of the present century, — the period of the writer’s own observation, — and to the character of these schools as they existed, not in large towns, but in small villages, and in country parishes comprising chiefly families of farming people, in the gradations of landlord and tenant, employer and laborer.

THE SCHOOL-HOUSE.

The legitimate, the classical, I might almost say, the poetic idea, there, of a Scottish parish school, was to be found in, perhaps, a rude and humble structure of unhewn stone, covered with thatch, and standing by the wayside, or in a village street. A wealthy parish might furnish a better exterior to its temple of science; but the interior style and arrangement were, in all cases, much the same, — a few rows of sturdy benches and

solid desks, neither very convenient nor very comfortable. The life and soul of education, however, was seldom wanting, — a living, intelligent, affectionate, perhaps college-bred man, and licentiate, as teacher ; nor was the other requisite missing, — a band of vigorous, healthy, strong-hearted, clear-headed, earnest, docile, and diligent pupils, who gave their whole soul to their work, and, if somewhat slow, were always sure.

BRANCHES OF INSTRUCTION.

The country parish school was designed to furnish instruction in the elements of useful knowledge, so far as regards orthography, reading, penmanship, and arithmetic, and, perhaps, book-keeping, and, for all who chose, full opportunity of adequate preparation for admission, in due season, to the language classes of any of the national colleges. The effect of such an arrangement was, it must be admitted, not always so beneficial to the classical students as to the character and influence of the school and its teacher. The mere sound of the words of that unknown Latin tongue, which fell upon the ear of the juvenile listener, bound his spirit in awe to the school which he frequented, as to a sanctuary of human culture, and to his teacher, as the priest of a sacred shrine, or even the very *genius loci* himself. The Scotchman's retrospect to the threshold of education was thus happily exempted from the associations of the Englishman's recollections of the doting, drivelling, peevish dame, the horn-book, and the birch. The little pupils of the Scottish parochial school looked up with profoundest reverence to one who was not only a "maister" but a minister. The character of both pupil and teacher rendered education a sacred thing. This profound moral impression on the early years of a people so susceptible and imaginative as the Scotch, atoned for all the defects of detail in school exercises. It penetrated the heart, and called forth all the deepest-seated energies of the will. It inspired the soul with not only the love of learning, but a reverence for it, and for all who bestowed its blessings. It cherished a high intellectual ambition, and rendered the peasant-boy not merely willing, but eager to walk, barefoot, "o'er the weary waste of moor" in summer, and through the drifting snows of winter, without the luxury of great coat or muffler, to enjoy life's highest earthly boon, a generous education.

ASSISTANT TEACHERS.

The methods of instruction adopted in the Scottish parochial schools, differed very widely, — if a comparison were instituted between one school and another. The number of pupils in

any school was not, as it too frequently is with us, unduly large for the teacher to manage. In the few instances, however, in which a school was thought, by a conscientious teacher, to be too numerous for his own unassisted endeavors, it was not unusual to call in the aid of an advanced, — perhaps an adult, pupil. The temporary teacher, thus employed, when he had heard the lessons of his juvenile classes, would in due turn go up to the master's desk, to recite his own lessons in mathematics or in Latin. By such means a succession of skilful teachers was secured for the parish schools. In not a few instances, the monitor earned his own instruction by the assistance which he rendered to his teacher. For the parish schools, though in part maintained by funds levied from the lands lying within the parish bounds, were, to a considerable extent, dependent on fees, received from the pupils.

SCHOOL WAGES.

These school wages, as they were called, varied from half a crown to a crown, a quarter, — according to the reputed skill of the master, and the branches of education in which the pupil was taught. In some schools, the master's compensation ran as low, perhaps, as eighteen pence a quarter; and his living was eked out by a voluntary tribute of a few shillings, presented on Candlemas Day, and hence termed the "Candlemas offering." At no remoter date than the latter part of the last century, this annual offering was presented in kind; and, on the morning of this festive day, — unsuspected evidence of ancient Roman Catholic observances, — along all the roads leading to the school-house, might be seen groups of merry-faced boys and girls, trudging to school, every one with a fat hen under one arm, and a peat under the other, to be duly deposited under the direction of the good dominie. The peat, on that festive morning, took the accustomed place of the school-book; as the day was, of course, a holiday, from the moment when the last votive offering of the tardiest pupil was presented amid the uproarious plaudits which were permitted on that day only.

ORAL AND PERSONAL INSTRUCTION.

But to resume the subject of methods of instruction, — the number of pupils in attendance at any one of the parish schools was usually so limited that the master was enabled to place his whole reliance for success in teaching, on a strict, close, personal attention to every individual in his classes, and on those copious illustrations and oral explanations which, to this day, constitute the peculiar excellence of Scottish instruction, — from the alphabetic lessons up to the highest classes in the

national colleges. It is this influence which comes as a breath of life upon the soul of the Scottish child, kindling those boundless aspirations after knowledge and intellectual culture, which characterize the youth of Scotland, as contrasted with those of England and Ireland.

In our American schools, we are too prone to place our dependence for success in teaching, on lessons exactly learned from the words of a book, and repeated *memoriter*, or on the mere dogged poring over a "sum," by the pupil himself. The poverty of mind, which necessarily results from such early experience in the field of education, is too often betrayed in after life, in the dry, mechanical habits of thought which too generally characterize even those of our communities in which schools are numerous, and the nominal advantages of instruction are accessible to all.

Our teachers, generally, do not feel the vast extent of obligation implied in that expressive law-phrase which designates their relation to the young, — "*in loco parentis*." That the teacher is bound, by his office, to be a *parent to the mind* of his pupil, is not, as it should be, the predominating impression on the heart of the teacher.

Further details on our present subject, that the claims of others on the attention of our readers may not be overlooked, are reserved for our next number.

W. R.

DEFECTS IN AMERICAN MAPS.

FRIEND G.,

I wish the "Massachusetts Teacher" would call attention to one point in the various American School Atlases. You know by your recent experience in Germany how much surprise Mitchell's, Smith's, and others, which we Americans had as portfolios, excited in the minds of our German acquaintances, at their elegance, cheapness, and, in the American maps, their excellence. You also know that equal surprise, nay, astonishment, was caused by the very great defectiveness of the same Atlases, as soon as our friends cast their eyes upon the European maps, in the matter of railroads. "That is regular American humbug," they say, "to give as great a degree of perfection as possible to the maps which would be most studied, and the defects of which would be at once seen, and to take no pains to insure accuracy in the others."

I must confess that, in these days, when for half a dollar any publisher can get correct charts from which to copy, it is a shameful affair to pretend to give a system of railroads in Germany, and omit some of the oldest and most important, insert others not yet built, connect impossible places, put down lines never thought of, and the like. In these days of steam communication and cheap printing, such maps of Germany as are laid before our schools are unpardonable. It is clear that due pains are taken only where they are likely to be found out by the map-makers. Of several recent maps which I have examined, printed years since we have had full and complete charts of our Lake Superior region, I find only one which is reliable on several important points.

How happens it that no critic, in noticing new maps and atlases, ever speaks out? Has nobody the requisite information? Or is it taken for granted that the map-maker's trade is exempted from the implication in the old proverb, "There is cheating in all trades but ours." Let the "Teacher" speak out, and demand a revision of the European maps, leaving off all railroads, canals, and great mail routes, or bringing them into some degree of correctness. It is not enough to say a road runs from Berlin to Cologne, or from Boston to Albany, and then draw a line at random.

A. W. T.

BERLIN, Dec. 17, 1855.

A GLIMPSE OF SCHOOL LIFE.

It is a bright, beautiful, sunny morning, — a winter morning, which school-boys love so well. A young teacher enters her school-room at the usual time, to meet her charge. It is a rough, unpolished building, but sometimes, within, a happy, cheerful place. On this particular morning the sunbeams shed over it a joyous radiance, softening the rough exterior.

Yet in spite of the peculiar beauty nature has assumed, the teacher enters with a clouded brow and a sad heart. It is the early part of the week, but she is already wearied and worried. The night has failed to consign to oblivion the ills of the preceding day; they still weigh heavily upon her spirit, and she shows it too plainly. She commences school in this mood. The customary reading of the Scriptures and prayer fail to restore her mind to a tone of happy serenity. To her, every look and word from her charge betray a spirit which she must strive with and conquer. Her armor is on, ready for the

battle ; but alas, her weapons are not those mightiest ones in the moral warfare, — faith and love. In the outset, she assumes an antagonism that may be merely imaginary.

Soon the children come to her with the customary requests. But she does not refuse or grant the requests pleasantly and kindly. If she refuses, she does it pettishly ; if she grants, she does it grudgingly. She does not mean to be unkind ; but she is so, and the children feel it. They know she is acting, not from a desire to do them good, but from mere caprice. They follow her example, and disorder and discontent reign in the school-room. The antagonism she had assumed, exists now. With stern words and cold looks, she seeks to quell the tumult she has raised. Vain attempt, while in her own heart no loving, gentle voice is heard saying, "Peace, be still !"

She sees at last the evil she has done ; how her own restless spirit has extended itself to those around her ; and that in her own ill-governed heart the reformation must commence. She stops, and seeks the peace and strength she needs. She strives to feel God's presence breathing sweetness and purity around her. She earnestly endeavors to bring back a smile to her face, and the light of cheerfulness to her eye. But she is saddened now, and with reason. She can indeed be calm, and loving, and gentle, and thus slowly but surely make the children so ; but she lacks the energy she needs to work faithfully. She has not the elevated feeling she requires. She is lowered in her own eyes, and the feeling of degradation is bitter indeed. Throughout the day she feels, and the children feel, the effects of those moments of impatience.

This is a short sketch, but a true one. How many such might be given. How many days there are whose records are soiled by scenes like this. Teachers, first of all, should "keep the heart with all diligence, for out of it are the issues of life." He or she who does not realize how much depends simply on one's self, is not fit to be a teacher of the young. He who works earnestly in his own heart as the first great field, though he may have despairing hours, — hours when his horizon is bounded by thick, dark clouds, — cannot be wholly sad ; for his face is still turned toward Heaven's light ; and though he may not always see even its faint glimmering, and seldom its fuller radiance, strength will be given from above to guide onward his feeble, tottering steps, till they become steady and calm. For he leans upon "the rock that is higher than he ;" trusts in the Power that creates, sustains, protects ; rejoices evermore in the love that is all-pervading, all-beautifying, all-purifying, unchangeable, and eternal.

BREWSTER, 1856.

THE "TEACHER" AS A "MEDIUM."

WHAT shall be done to give additional value to the pages of the "Teacher?" is a question which has lately been occupying the attention of its managers and friends.

I have taken it for the past two years. Sometimes I have read it, sometimes put it away after glancing through it, having better reading on hand. It has been a good periodical, well-conducted, and, I doubt not, among many other instrumentalities, has done its share of work. But is there no way of giving it a *peculiar value*, of making it, as it ought to be, *indispensable* to the teachers of the State, and of impressing upon it such a character that it shall *not be liable to be superseded* by other books? I think there is one way, and only one,—one place it can fill which can be filled in no other manner, and one work it can do which can be accomplished by no other instrument. It ought to become the medium for the interchange of the views and opinions of practical teachers on the details of their profession.

There is abundance of good and bad writing on the general subject of education. The word and the thing have been discussed in vague generalities, till it has become the most tiresome of all subjects. If we can do nothing but repeat these generalities, we shall do but little good, and find and deserve to find but few readers. To talk any longer about the word education being derived from *e* and *ducere*, of its being a training of the faculties, of the disadvantages of the "pouring-in" system, to thrash the old straw of emulation and corporal punishment, &c., &c., over and over any longer, is only to spoil good paper, and to make our subject trite and ridiculous. But what is greatly needed, and what has as yet, so far as I know, been hardly attempted, is the establishing of the habit among practical teachers of a constant, unpretending, business-like interchange of opinions on all the various details of their profession, a discussion of measures and methods, a comparison of the results of different processes, a canvassing of new views, an impartial examination of new books, and a free imparting of experiences as they occur.

If a physician has a particularly interesting compound fracture or a curious case of fever under his charge, he sends an account of it, for the benefit of his brother practitioners, to his Medical Journal. If a case comes up in the courts involving some new point of law, the lawyer gets the record of it in his next Reporter. If a change in the tariff is impending, the

merchant whose trade is affected will find it discussed if he takes Mr. Freeman Hunt's Magazine. If a new mower or a new mouse-trap is invented, plans and specifications, profiles and elevations appear in the next Journal of Arts. And thus these journals make themselves indispensable, each in its particular sphere, by containing information nowhere else to be had; and the members of each profession, if they would keep up with the times, and know what is now known beyond what was known when they received their training, must take the organ which keeps them acquainted with the labors and discoveries of their fellow-craftsmen.

Now teaching is an experimental art. If it is ever to grow out of its babyhood among us, it must be by the careful record and comparison of many observations and experiences. Are we engaged in any such work? Do we make such observations? Do we make any record of them? Do we care to compare our experiences with those of our fellow observers? So far from it, that I believe it will be a rare case when the teachers of one town know what is going on in the schools of the adjoining town, and a not infrequent one when teachers in the very same town are utterly ignorant of one another's doings.

Something has been done to remedy these evils by the Teachers' Institutes and Teachers' Associations; but the difficulty with these instrumentalities lies in their infrequent action, and in the absence among teachers of a fixed habit of constant preliminary coöperation and intercourse. The consequence of this is, that, when they do occasionally meet, they cannot be brought to act together readily and easily and to the point. Time is wasted in useless trifling, the meeting is cold and dead, two or three formal lectures are read, and the teacher goes home more weary than ever with his weary work. Have we not all attended such meetings?

Suppose now that, during all the intermediate time between their annual or quarterly gatherings, teachers were accustomed to exchange views on all points connected with their occupation, and to help one another in the investigation of all subjects that have a bearing on it. A habit of observation and comparison would be formed; and then, when teachers met together, I think there would be no frittering of time in useless formalities. The vital points which needed examination would have been already arrived at, and minds would be already prepared for discussion. I can see no other medium for this sort of preparation than a professional journal.

I am here assuming two points which will not in all quarters be conceded:—first, that teachers think; and secondly,

that their occupation furnishes subjects for thought. We may talk as we please about the esteem in which the business is held in the community ; but I will find you plenty of middle-aged gentlemen, in all the ranks and professions of life, who can hardly understand what can be found to furnish food for study, in the business of whipping *amo*, *amas*, *amat*, and the multiplication table, into the backs and brains of unwilling boys. It is a business needful to be done, and thoroughly done. They went through it, and their boys must ; but what can be found in it to philosophize about or discuss ? It is the merest mechanical routine in the world, say they, and deserves to be held in precisely the same esteem as any other mechanical labor, — that is, in their opinion, in very little esteem. I am afraid a good many teachers give their employers too much apology for such a view.

But I am taking it for granted that there is another class of teachers, and another class of employers, — teachers who, without wishing unduly to exalt their occupation, and fully recognizing the homely tediousness of many of its details, do yet view it as what it is, one of the liberal professions, whose science has its roots deep in the philosophy of mind, and spreads its branches far and wide into all the great interests of human life. The teacher who does not so look at it, is only a hod-carrier, and does not deserve to be called a teacher.

Now for such teachers there is abundance of food for thought, and an ample field for doubts and perplexities. I will not here stop to describe any of the questions that continually arise in the mind of every philosophic teacher who pursues his occupation with a higher than merely mercenary spirit ; but I think that there is no one of any experience, who is not wholly wrapped in self-conceit, but will acknowledge, on looking back, that he has done a great deal of bad teaching, and in many and many an instance has lamentably failed of producing any valuable results. The subjects of his mismanagement may not be conscious of it ; for the fruits of education are so slow in ripening that many men forget or never knew from whence they really got their flavor, and, in the long time that elapses before those fruits appear, there is ample opportunity to charge the failure upon other causes. But a philosophic eye will often discern the true source of a blighted or perverted life in the mistakes of perhaps a well-intended but miserably injudicious early training ; and for this the ignorant or injudicious schoolmaster must surely come in for his share of responsibility. Well for him if he is conscious that his errors were errors of ignorance ; and surely, if anywhere,

such errors are pardonable in an occupation of which it is the popular belief that it can be pursued or criticised by any one, and that without any previous preparation.

Men of other professions are guarded from many of these errors, first, by the strictly professional training which is added to their general education; and secondly, by the constant and rapid dissemination of professional information among them. The time is fast coming when a professional training will be thought indispensable to the teacher also; and it is to the fulfilling of the second purpose, that I wish to see the pages of our educational periodical devoted.

W. P. A.

We hope that the teachers of Massachusetts, and our subscribers in other States will reduce the excellent theory above presented to practice, — without which all theory is mere optical illusion, — and will unite, for here, too, *hands must join*, to make the "Teacher" a "medium of spiritual communications" in the best sense. If these communications are such that the other epithets of "spirited" and "*spirituel*" will also apply to them, we shall of course value them none the less.

REVIEWERS' TABLE.

MASSACHUSETTS SCHOOL REPORT.

THE "Nineteenth Annual Report of the Board of Education, together with the Nineteenth Annual Report of the Secretary of the Board," has just been laid upon our table. It is with sad feeling that we take up this document for review. It contains Dr. Sears' *last* Report. He has gone to another sphere of labor, to which also he is admirably adapted. Our blessing goes with him. And high as may be our anticipations in respect to the success and usefulness of the eminent gentleman who has taken his place, still it cannot be otherwise than sorrowfully that we take the parting hand of the friend and guide, who has won, year after year, with the universal esteem of the community, so much especial regard and affection from the teachers of Massachusetts.

The Report of the Board of Education gives a clear and succinct account of the educational progress and condition of the Commonwealth, for the last year. They say:—

"The results of the past year seem calculated, if possible, to increase the confidence of the State in its system of public instruction. Not that our system is perfect; but there is among the people a universal interest, which has been manifested in increased appropriations for the support of schools, in the erection of improved school-houses, and in the demand for well-qualified teachers. This progress, so satisfactory to the friends of edu-

cation, and so essential to a system of instruction eminently popular, is evidence that the judgment of the people harmonizes with the policy which the legislature has seen fit to pursue.

"The appropriations for the school year 1853-4, including only the wages of teachers, board and fuel, were \$1,013,472.29; and for the year 1854-5, the appropriations for the same purposes were \$1,137,407.76; being an increase of \$123,935.50, equal to 12 per cent. This is a larger advance than has ever before taken place in the Commonwealth, whether we regard the aggregate or the ratio. These appropriations were self-imposed by the people."

"The reports of the visitors of the Normal Schools furnish satisfactory evidence of the prosperity and usefulness of these institutions. . . . We think it just and proper to say, that the Normal System is now exerting more influence than at any former period of our history; yet, all the difficulties in the way of complete success have not been overcome. The candidates for admission are not always properly qualified, owing, as we suppose, to the imperfect character of the public schools in which most of the applicants have received their preliminary education. In proportion, however, as the public system is improved, — and the Normal Schools are a principal agency in the work of improvement, — the evil of which we speak will diminish."

The number of pupils graduated from the Normal Schools in 1855 was 92; the number admitted, 266. Of the latter, Essex County sent 67; Worcester, 34; Plymouth and Middlesex, each 29; and Hampden, 22; while the other nine Counties sent in all only 61, and 24 came from without the State. The number of pupils belonging to the four Normal Schools at the close of the year was 332; viz., at Bridgewater 68, at Framingham 35, at Salem 121, and at Westfield 108. Of these, only 42, — 24 at Bridgewater and 18 at Westfield, — were males; while 290, — 44 at Bridgewater, 35 at Framingham, 121 at Salem, and 90 at Westfield, — were females. The females were about seven times as numerous as the males. This is a very striking indication, among many others, how rapidly in our country, and nowhere more than in Massachusetts, the profession of teaching is passing over to those to whom it seems, in most of its departments, most appropriately to belong.

We rejoice that these schools are having so much prosperity, and giving such promise of usefulness, under their present teachers. The instructors who first gave them their high reputation have, it is true, all passed away. But they have left in the schools their spirit and their methods; and strong hands and hearts have taken up the work which they had laid down. We are not introducing mere strangers to the educational public, in giving a list of the present boards of instruction. Names will be recognized that have already, and some for a long time, become well and honorably known in the field of science, learning, and instruction. The teachers of the school at Bridgewater (the Principal being first named) are Messrs. Marshall Conant, Edwin C. Hewett, and Leander A. Darling; at Framingham, Mr. George N. Bigelow, and Misses Elizabeth G. Hoyt, Mary E. Bridge, and Frances L. K. Babcock; at Salem, Mr. Richard Edwards, and Misses Martha Kingman, Elizabeth Weston, and Lucy A. Tefft; at Westfield, Messrs. William H. Wells and John W.

Dickinson, and Misses Arexine G. Parsons and Eliza C. Halliday. Instruction has also been given in special branches by other persons.

The Report speaks as follows respecting the State scholarships and the late Secretary :—

“ Two classes of twelve students each, have entered the several colleges of the Commonwealth upon the foundation established by the Act of 1853. Sufficient time has not elapsed to justify an opinion of the merits of this measure, based upon experience ; yet every circumstance known to the Board of Education leads to the conclusion that the expectations of the State will be fully realized.”

“ The Board feel that by the resignation of Dr. Sears, the cause of popular education in Massachusetts lost a zealous, faithful, and highly cultivated supporter and friend. His administration was eminently calculated to conciliate public sentiment in favor of education, to consolidate the system, and to bring it into harmony with the wants of the people and the policy of the legislature. During Dr. Sears' administration great progress has been made. The appropriations have been increased, school-houses and apparatus have been improved, and the professional character of teachers has been elevated and their influence extended. We are sensible that these changes are in a high degree owing to the labors and wise counsels of the late Secretary.”

The retiring Secretary, in his very valuable Report, which deserves not the mere cursory reading which is often given to such documents, but careful study and earnest thought, proposes “ to point out such defects, and to suggest such improvements in our public schools, not already suggested in former reports, as occur to the mind after a period of seven years' observation.”

“ The great principle of the necessity of a public system of education, which shall be free to all, may be regarded as theoretically established. The value of this principle is now to be tested by experiment on a very broad scale, no civilized state being willing to leave its subjects in ignorance while others are, by means of that experiment, advancing steadily in power and prosperity. Inasmuch as it is no longer necessary to advocate the theory, it is the more important to guard against mistakes in conducting the experiment.

“ One of the most common and fatal mistakes made by ardent friends of education is the indulgence of unreasonable hopes, and the maintenance of extravagant views as to what they can affect by means of it. It is often supposed that great results can be produced in a single term of twelve or fifteen weeks. Both teacher and committee aim at this rapid mode of manufacture. True education is that which aids the slow and healthy growth of the mind, — the incorporation into it of principles, and the formation of tastes and habits, the full value of which will appear only after mature years have developed their tendencies. The highest and best parts of education are incapable of exhibition. The show made at the close of a term is well enough to amuse children and their fond parents, but is often like that of newly-dressed pleasure-grounds, adorned with trees and shrubs fresh from the nursery, having a show of vitality in the foliage, though as yet drawing no sap from the root. Such frostwork of the school-room is soon dissolved, and generally passes away with the occasion.”

“ There is, moreover, in the ardor of philanthropic enthusiasm, danger of overlooking the limitations of the teacher's power. While that power is great, when properly sustained by collateral influences, it has yet many limitations, partly from the nature of the human mind, and partly from peculiar circumstances. One of these limitations is to be found in the indi-

viduality of the pupil's mind. When it is said that the teacher has a power over the young, like that of the sculptor over the block of marble, some abatement is to be made for the rhetorical character of the statement. The marble is entirely passive. It has no embryo nature to develop, no hidden tendencies to some unknown result, no secret processes working great changes, expected by no one, and bursting, at length, suddenly upon the view by some new exhibition of talent, or some new form of character. . . . There are under-currents in almost every pupil's mind, which are not easily detected by the teacher or by the parent, which sometimes conduct to issues wholly unexpected. . . . In other pupils there is a weakness or dulness of intellect which effectually limits the teacher's power."

"Another limitation of the teacher's power lies in himself. Education, when pursued as a definite object, is the action of a well-formed and well-furnished mind in forming and furnishing another's mind, while the latter is in a plastic state. Some of the difficulties connected with the mind that is to be educated have been considered. There are others, not less real, growing out of the educator's mind. I do not refer here to the necessity of knowing and comprehending the subjects to be taught, without which no one ought to find employment as a teacher; nor to the necessity of a thorough apprenticeship in the art of teaching, respecting which there remains, at the present time, little doubt; but to that study and control of one's self which must be even more searching and rigid than of the pupil. The mind that exerts a formative influence upon so many others should itself be a model mind. This, though simple in theory, is not quite easy in practice. The teacher's mind cannot be constructed anew, according to prescription. And yet there are few teachers whose minds do not need remodelling, or, at least, to be changed in many particulars, in order to give them even a relative perfection."

"But the greatest obstruction to the teacher's success, the most absolute limitation of his power, is to be found in the fact, that of education, in its full and proper sense, only a part belongs to the school-room. Over that larger department of education given out of the school-room he has no control."

Under this head, Dr. Sears makes special reference to the influences exerted by the rapid growth of great cities, and the general increase of wealth and luxury, — by foreign immigration, and the adoption, in our cosmopolitan civilization, of foreign manners, customs, and principles, — and by the rushing of crowds of young people from the country into the cities, and the gregarious life of childhood and youth in our numerous manufacturing towns and villages.

"This life of congregated human beings, where money, leisure, shows, and a succession of excitements are the objects of pursuit, is now, with inconceivable power, educating myriads of children who will soon be called upon to act a most important part in history, deciding, perhaps, the destinies of our government, and affecting, more or less, the hopes of mankind, as involved in this great experiment. Are the public schools justly responsible, if, in such a state of things, a new generation should not turn out to be all that the friends of virtue and humanity could desire? Are we called upon to promise or to believe, that, unaided and alone, they will have the power necessary to turn back the tide of degeneracy setting in from so many different points?"

"There is one more element in the adverse influence of society, as counteracting the work of the teacher, which must be mentioned. It is

that of the equivocal character of much of the reading, and of the public amusements in which the children of the present age share with others."

Dr. Sears next proceeds "to indicate some of the more important dangers to be guarded against, and some of the more prominent defects to be removed by the various bodies of men and individuals through whose agency our system of public instruction is carried on." He refers particularly to the dangers of hasty and inconsistent legislation, of over-legislation, of diverting the income of the School Fund from its appropriate purpose of improving and invigorating the common schools, of a failure on the part of some to appreciate the benefits conferred upon the cause of education by the action of the State, of inadequate town appropriations for the support of schools, of an imperfect administration of the school system on the part of towns, of the loss of much of the benefit contemplated by our schools through the irregular attendance of the pupils, and, in some towns, of local prejudices, excited feeling, and fierce contest in respect to the policy to be pursued in arranging the different grades of schools, and locating the school-houses.

After the discussion of these subjects, he passes to a consideration of the work of the teacher, and of the defects in instruction and training to be observed in the schools. The defects relating to intellectual culture of which he chiefly treats, are a want of clear ideas in the very elements of knowledge, an over-burdening of mechanical memory and a neglect to cultivate philosophical memory, a failure to secure the attention and interest of the pupils, and a neglect, or, on the other hand, an undue stimulation or a misdirection of the principle of curiosity inherent in every mind. The subject of moral training next receives attention.

"In respect to the moral training of the young, there are still greater deficiencies than in their intellectual training. The causes of this are various. Too frequently the subject receives but little direct attention. It is looked upon as a purely incidental part of education, and is either neglected or treated in a desultory manner. . . . But when the public sentiment, parental influence, and the school supervision, are all as they should be, there will still remain a great work to be performed by the teacher. If he thinks lightly of this part of his duties, he is not worthy of his place. How far the ranks of the profession would be thinned, if all such incumbents were dismissed, it is not for us to say. But it is quite clear that the schools should never be committed to such hands. None ought to be selected for this responsible office but persons of moral earnestness, who themselves attach great importance to the subject of morals, and who give satisfactory evidence of it by the labor they bestow upon their own moral improvement. A person who does not actually make it his definite aim to study his own heart, to cultivate and strengthen all the pure and noble affections, to control his passions, and to subdue his inordinate appetites, cannot have that moral discipline, nor that knowledge of its means and processes, which is indispensable to the successful cultivation of the morals of the young. A mere absence of striking moral blemishes, a negative sort of virtue, is not enough. If it suffice to guide the individual through a quiet and passive kind of life, it will not fit him to combat skilfully every form of moral obliquity, and to evoke virtue from minds of every variety of temperament. The mind that is to infuse moral life into others, must itself have great vitality, must abound in all the elements of positive goodness."

The mistakes in the discipline of children at school, of which the Report particularly treats, are those of judging their moral acts by the standard of our own minds, of regarding acts in their outward form rather than in their causes, of governing too much, of governing solely by law, of supposing that the principles, character, and habits of the young are as fixed as those of adults, of hasty and inconsiderate action, and of omitting to refer to a higher than human authority in enforcing moral obligation.

The Report states that Teachers' Institutes have been sustained with interest and efficiency. Eleven were held during the year; viz., at Littleton, Bridgewater, Brewster, Montague, and Westfield, in the Spring; and at Chelsea, Shrewsbury, Ashburnham, Rutland, South Adams, and Yarmouth, in the Autumn. The whole number of teachers and candidates for teaching in attendance upon these Institutes was 1,372, making an average attendance of 125.

Thirty-six copies of Webster's large dictionary, costing \$144, were furnished to public schools during the year, at the expense of the Commonwealth; making the whole number of dictionaries furnished under the Resolves of May 2, 1850, — Webster's, 3,198; Worcester's, 112; and the total expense to the Commonwealth to Jan. 1, 1856, \$13,016.

We condense the statistical statement respecting the public schools of the Commonwealth for the year 1854-5, with which the Secretary's Report closes: — Towns in the Commonwealth, 331, of which three were newly incorporated, and one (having a large fund for the support of its schools) neglected to make returns; Public Schools, 4,215, making an increase of 52 for the year; Persons in the State between 5 and 15 years of age, 213,934, an increase, for the year, of 7,309; Scholars, of all ages, in the public schools in summer, 189,997, an increase of 3,369, — in winter, 202,709, an increase of 3,262; Average Attendance in summer, 143,973, — in winter, 157,657, making the mean average attendance 74 per cent. of the number of children between five and fifteen; Children under five in school, 15,601, a decrease of 492; Persons over fifteen in school, 21,877, an increase of 268; Teachers in summer, — males, 375, an increase of 1, — females, 4,262, an increase of 90; Teachers in winter, — males, 1,739, a decrease of 101, — females, 3,071, an increase of 180; Different Persons employed as teachers during the year, — males, 1,809, a decrease of 123, — females, 5,325, an increase of 159, — total, 7,134, an increase of 36; Average Length of schools, 7 months (of 4 weeks to the month) and 16 days, the same as the year before; Average Wages of male teachers per month, including board, \$41.45, an increase of \$3.69, — female, \$17.29, an increase of \$1.41; Amount raised by taxes for wages of teachers, board, and fuel, \$1,137,407.76, an increase of \$123,935.50; Income of local funds applied to schools, \$43,952.26; Received by towns from the income of the State School Fund, \$48,611.04; Amount of voluntary contributions of board, fuel, or money, to maintain or prolong public schools, \$37,776.09; Amount paid by towns for superintendence of their schools, \$33,149.86; Amount raised by taxes (including income of surplus revenue) for

the education of each child in the State between five and fifteen, \$5.36; Percentage of the valuation of 1850, appropriated for schools, .00192.

Number of Incorporated Academies returned, 71; average number of scholars, 4,716; amount paid for tuition, \$82,496.10; Private Schools and Academies, 646; estimated average attendance, 17,571; estimated amount paid for tuition, \$271,290.96.

Amount annually expended to promote popular education in Massachusetts, exclusive of the cost of erecting and repairing school-houses, of providing school books, of appropriations by the legislature for Normal Schools, Teachers' Institutes, &c., and of the support of Collegiate, Professional and Charitable Institutions, \$1,620,222.58.

The Report of the Secretary is followed by brief Reports from the two Agents employed by the Board; by an Abstract of the School Committees' Reports, containing a large amount of important statement and suggestion; and by an Abstract of the School Returns, the valuable and laborious work of the Rev. Dr. Jackson, the Clerk of the Board. In the last, only one town appears as having raised no more than \$1.50 per child between five and fifteen, the sum required to entitle a town to receive its share of the income of the State School Fund, while the liberality of most towns is so greatly in advance of the requisitions of the law that, of the 327 towns which made returns, 244 raised more than \$3.00 per child (an increase for the year of 19 towns); 94 raised more than \$4.50 (an increase of 15 towns); 35 raised more than \$6.00; 13, more than \$8.00; and 5, more than \$10.00. The twenty towns which stand highest, with respect to the amount raised per child, are Nahant, Brookline, West Roxbury, Boston, Somerville, Dedham, Dorchester, Roxbury, Winthrop, Brighton, Lowell, New Bedford, Newton, Winchester, Watertown, Cambridge, West Cambridge, North Chelsea, Lexington, and Shrewsbury. The towns which stand highest in their respective counties, are Boston, Nahant, Somerville, Shrewsbury, Hatfield, Longmeadow, Erving, Sandisfield (the birthplace of Dr. Sears), Brookline, New Bedford, Plymouth, Provincetown, Edgartown, and Nantucket (the town and county being the same, and standing highest among the counties, except Suffolk.)

The twenty towns which stand highest with respect to the percentage of their property, according to the valuation of 1850, appropriated for public schools, are Wellfleet, Lynn (including Swampscott and Nahant), Buckland, Stoneham, Mansfield, Winchester, Attleborough, Somerville, Abington, Danvers (including South Danvers), Milford, Melrose, Natick, Harwich, Gloucester, Taunton, Provincetown, Rockport, South Reading, and Pawtucket, — the percentage in these towns ranging from .00880 to .00360.

BOSTON SCHOOL REPORT.

The position and influence of Boston with respect to popular education are such, that we always look with interest for its annual School Report. The present Report has especial claims upon our attention. It is the first which has been rendered since the new

organization of the School Board under the revised City Charter. This Board now consists of seventy-two members by election, instead of twenty-four; one-third only of these are newly elected each year; and the Board has taken the charge of all the public schools in the city, instead of delegating, according to former usage, the care of the primary schools to a separate and very peculiarly constituted Committee, who virtually filled their own vacancies, and continued in office as long as they pleased. The arrangements made by the new Board in respect to their organization and the division of their complicated, arduous, and responsible duties, appear to have been marked by great wisdom; and, in various particulars, the year has been one of important progress.

Drawing, which had never before been considered as a regular study, except in the upper classes, has now been introduced, the Committee state, as a part of the stated exercises of the whole school.* We hope that the primary schools are included, no less than the grammar and high schools, in this statement. Various means of illustration have been provided for the schools, by the purchase of globes, maps, charts, and reference books. And on this point, it should never be forgotten by our towns and districts, that apparatus addressing the eye is still more important in the primary than in the higher schools.

One large grammar school-house (the noble structure for the Winthrop School) has been finished and dedicated during the year; and three others, we are informed, equally commodious, are now in process of erection. The last of the old double-headed grammar schools, which constituted so peculiar a feature in the Boston school system, has at length disappeared, having perhaps continued the longer because it was so well taught. So much additional thoroughness has been introduced in examining teachers and schools, that the Committee speak of it as "instituting a new era in our common school history."

We rejoice that during the year, that great *vacuum* in the school system of the city, which nature, reason, justice, and Miss Hunt have so abhorred, has at length been filled by the establishment of a High School for Girls. We congratulate Miss Hunt upon the success of her annual protests against the injustice of taxing women for the support of two High Schools for boys, while none was provided for girls. This most desirable result has been attained through an enlargement of the plan of the excellent Normal School for Girls, which was opened three years ago, and which, it is stated, is already beginning to furnish good teachers for the city schools. We rejoice still more in the principles and methods which have been adopted in this school; and wish that they might universally prevail.

"The course of study and the methods of instruction which have been adopted are well calculated to develop the intelligence of the pupils and to encourage a love of study for its own sake. The instructors have endeavored from the first to discountenance all mechanical methods of study, and to cultivate the understanding rather than the memory of the pupils.

*"Music having previously been introduced for the education of the ear and the heart, Drawing has been added, to educate the eye and the taste." — *Report*.

In recitations from the text-books no lessons are allowed to be learned by rote, and the habit of mechanically repeating the words of the book, which pupils are so apt to fall into, has been constantly discouraged. Each subject studied is made more interesting and instructive by careful explanations from the teachers and a full discussion by the class of all points of difficulty or importance, and by a reference to all accessible sources of information in addition to the usual text-books. The interest thus excited has been found to supersede the necessity of any other stimulus to exertion."

The Latin and English High Schools for Boys, under their faithful and accomplished teachers, have fully maintained their truly *high* reputation. It is pleasant to see the attachment to these schools cherished by their alumni, and that these are disposed to add to the means of improvement provided by the city. The Latin School has the free use of a very valuable classical library belonging to an association of its alumni; and they have also adorned its halls with valuable maps, and beautiful photographs illustrative of classic remains. The members of a similar association connected with the English High School have recently contributed about \$2000, to procure a well selected library of English and French classics for this school, and in other ways to advance its interests.

The interesting and able Report of the Superintendent, Mr. Bishop, treats of several important subjects, as the gradation of the primary schools, the separation of the sexes in the grammar schools, evening lessons, &c., upon which we wish to say more than our present limits will permit.

MR. HILLARD'S FIRST CLASS READER.

[Second Notice.]

THE author who prepares a good text-book is a real benefactor to the teacher; for it is not the least among the trials of the profession that we must often have poor tools to work with, in these times when a day's work in the school-room means something more than it did in the primitive period of the New England Primer and the Columbian Orator. We want our text-books to work with us, and not impose upon us additional labor, through the mischievous inexperience of those who undertake to prepare them for us. We have to encounter poor grammars, poor geographies, poor arithmetics, and so on through the whole round of school studies; and in the sharp competition of rival interests, the good text-book is often jostled aside to make room for its more pretending successors.

The faithful and accomplished instructor can do much to supply the deficiencies we have spoken of, as well as to obviate the evil of frequent changes. But it is not so easy for him to dispense with a good Reader; for among all the books in the hands of the pupil, none has so much influence as this in giving a direction to his thought and character. It is not to be viewed chiefly as a means of improvement in the graceful and essential accomplishment, good reading, — though this is undoubtedly of great importance. The value of the mental and moral stimulus exerted by a wise selection of pieces from the best authors, can hardly be overestimated; and this, we conceive, should be the first consideration with the compiler of a School Reader.

We have been led to these remarks by a recent examination of Mr. Hillard's new book. In reading it carefully through, we have been struck with the amount and variety of the information which it contains, the good taste displayed in the selections, and the cheerful and healthy moral tone which characterizes the whole work. There is much in it to awaken a love of Nature, to develop a sense of the beautiful, the generous, and the noble, and to encourage and strengthen a taste for what is best in literature and art. These qualities are not to be found in many of the popular reading-books of the day; and when it is remembered that the reading-book must very often, in our common schools, serve as a standard to the pupil by which he will judge other books, and be guided in his selection for reading in after life, we need not be thought extravagant when we place it first among the instruments of the school-room for inculcating a correct taste, and developing those traits of character which it is the most earnest wish of the faithful teacher to encourage.

Mr. Hillard deserves something more than the very modest claim he makes in his preface for the service which he has rendered to teachers and pupils in the preparation of this book. A careful examination of it cannot fail to satisfy one of the excellence of his judgment, and the nice discrimination of his taste, in selection. These qualities are especially displayed in his literary and biographical notices, which add very much to the value of the work. We confidently recommend it to the consideration of teachers and school committees, as the best reading-book with which we are acquainted.

W.

GEOGRAPHY.

PHYSICAL GEOGRAPHY FOR FAMILIES AND SCHOOLS. By R. M. Zornlin, author of "Recreations in Physical Geography," &c. Revised, with additions, by William L. Gage, late Master of the Taunton High School. Boston and Cambridge: James Munroe and Company. 16mo, pp. 159.

We are glad to see this English work added to the increasing list of our school geographies. The name of Miss Zornlin ranks side by side with that of Mrs. Somerville, and in England her writings are no less known. Her books have been received with great favor in Great Britain, and have done much in ridding science of its harsh aspect, and in convincing the people and the children of the people, that it can with pleasure be wooed and won. An elegant edition of her outlines of Physical Geography has been presented to American teachers by the well-known firm, Messrs. James Munroe and Company, and to this edition we wish to call the attention of our readers. The book has been Americanized in the hands of Mr. Gage, though he has inwoven his additions into the texture of the work, and has given us no means of ascertaining their amount.

The size of the book is a great recommendation to it. It is just long enough to be learned *thoroughly*, in one term. By a form of recitation varied to meet the demands of older and younger pupils, it is well adapted to the wants of our High Schools and Academies, and of the upper classes in our Grammar Schools. We bespeak for it that attention which the writings of a lady of Miss Zornlin's attainments demand.

The American Editor remarks of the work, in his preface : "While its range is very broad ; while we are now lifted to the clouds, and anon carried into the depths beneath our feet ; transported in a moment from ocean to ocean and from shore to shore, initiated into the manifold secrets of nature, and taught on every side the greatness and the wisdom and the love of the Creator and Father of us all ; we see the chain which binds together all the sciences and makes them one."

OCCASIONS AND GATHERINGS.

PLYMOUTH COUNTY TEACHERS' ASSOCIATION.

THE twelfth semiannual meeting of this efficient County Association was held at Wareham, December 14 and 15, 1855. Ninety members were present, including forty-three who were added at this meeting. Middleborough, which must be regarded as the banner town, sent a delegation of twenty-three ; Plymouth, of ten ; Bridgewater and Rochester, of eight each ; Duxbury, of seven ; and Abington and Wareham, of six each. The remaining twenty-two represented ten different towns, leaving seven towns unrepresented.

The principal subjects of discussion were, the best methods of teaching penmanship ; of holding the attention of classes in recitation, especially in mathematical studies ; and of teaching the art of composition in our common schools. Upon the last subject, "the general opinion seemed to be that the child should begin to learn this art when he learns to talk, by being trained to express himself fully, clearly, and correctly. Then, when he learns to write, he has but to write in the same way, and the thing is done."

We find mentioned, as having taken part with gentlemen from the County, in these discussions, Rev. A. R. Pope of Somerville, Agent of the Board of Education, Mr. W. L. Gage of Boston, and Dr. C. Cutter of Warren.

There were three lectures. The first was by Rev. Mr. Pope, on "The Unpaid Work of the Teacher." We make a few extracts from the Secretary's report of the lecture :—

"If education is the teacher's real business, no mere routine of hours or of duties can satisfy him. Such a teacher will find an abundance of labor connected with his calling, which can neither be performed in school hours, nor in the school-room. This extra, unpaid work, must be two-fold : first, upon himself ; secondly, upon the community.

"The first personal service which he would name, is the complete gift of his affections and his energies to his calling. How little can be done without this, and how much with it ! Yet this gift cannot be bought and paid for. Secondly, he must give time to his own progress in learning, and in the art of teaching. He knows no teacher who does not need this. It is impossible for any man to succeed who does not make *daily* progress. He knew a discarded teacher, at one time, who remonstrated with the committee, saying that he taught as well then as five years before. In making that remark he condemned himself, for, (said Mr. P.,) there are no faculties of the mind,

and none of the heart, that will bear the inertia of slothfulness. Thirdly, the teacher's personal character as a man or woman, must be constantly improving."

In respect to the second division of the subject, "the teacher's unpaid work upon the community":—

"A higher public sentiment is necessary, and the teacher must help to form it. He is to be wholly given to the cause. He must be a thorough reformer and conservative. He must give to the real and positive of the present, that which shall adapt it to the future. He (Mr. P.) would propose to the teachers a plan somewhat like the following. That they should hold meetings with the citizens of their districts in their school-houses, and converse with them or give them well-digested lectures upon subjects connected with their schools. Improved methods of teaching might be presented, or the relation of the common school system to the State, or the discipline of youth, both at school and at home, with other subjects, which would suggest themselves to the intelligent teacher. The teacher should understand many things not immediately connected with school studies. The female teacher who can explain the reason why certain ingredients compounded in certain quantities make good bread, could easily gain the esteem of many mothers in the district. He mentioned the case of a teacher, who fully succeeded in explaining the phenomena of the late eclipse by the aid of chalk and blackboard only, and the pleasing effects which followed the explanation. In short, the teacher should make himself felt in every good work, for the sake of the cause to which he is devoted. All this 'unpaid work,' he thinks, will lessen, rather than increase, the teacher's difficulties and trials."

The second lecture was delivered by Hon. G. S. Boutwell, Secretary of the Board of Education, on "The relation of our School System to the People."

"He spoke of the high standard set up by our first settlers. Were the ordinance of 1647 now enforced, there are only seventeen towns in the State, which would not be required to maintain a free school in which youth could be fitted for the university."

"We are educating for times beyond the present; we are educating for thirty years hence. We may judge, in some measure, what the demand will then be, by a retrospect of the last thirty years. Invention is busy at work producing; but we consume as fast as we invent. Laborers have been known to destroy, by violent means, labor-saving machines; but these are always a blessing to the laborer. The consumption keeps pace with the supply. This fact ought to disarm labor of its opposition to learning. We should educate for something beyond this age, to prepare the community to appreciate those men, who may yet arise, like Fulton and Franklin, in advance of their time."

"The engineers and scientific men whom Russia has called to her aid from foreign countries, have always been trammelled in their work, because among a people not prepared for it. 'For every Galileo or Franklin, for every discoverer of a new truth, ten thousand must apply it.' A people should be so educated to receive new truths, that its leading minds may be its exponent. It is a new agricultural truth, that a farm may be cropped and improved at the same time. This one fact marks two systems of agriculture, the one profitable, the other unprofitable. The elements of all these things must be given in the schools."

The third lecture was by W. A. Wheeler, Esq., of Duxbury, on "Good Manners."

"He said the elements of a gentleman are kindness, manliness, and judgment; and each of these is threefold in its nature. Kindness is entirely essential to the character of a gentleman, and benevolence is an essential of kindness. Manliness consists of dignity, bravery, and generosity. In speaking of dignity, he remarked severely upon the too great familiarity we are apt to indulge in towards one another, especially towards our friends. Judgment consists in common sense, taste, and tact. In speaking on the matter of taste, he made many allusions to common but untasteful practices in conversation, writing, &c. He closed by alluding most eloquently to the Scriptures as the great guide to good manners."

Rev. Mr. Rodman of Bridgewater, from the Committee on Prize Essays, read two essays, to which prizes of ten and five dollars had been awarded; the first on "Punctuation, and the Best Method of teaching it," by Mr. Wheeler of Duxbury; and the second, on "The Qualifications of a Primary School Teacher," by Miss Myra Fullerton of Abington.

We have been indebted for our account of this interesting meeting, to the excellent report in the North Bridgewater Gazette, by the able and faithful Secretary of the Association, Mr. Hewett, Instructor in the Bridgewater Normal School. We always rejoice to see in our county newspapers fuller accounts than our limited space will allow us to give, of the various educational meetings held in our several counties. We value highly the aid of these papers in all our efforts for the cause of education; and every paper for general reading seems to us incomplete without a department devoted to this subject.

EXAMINATIONS OF THE NORMAL SCHOOLS.

Semiannual examinations of our four State Normal Schools occurred in the month of February, on the Mondays and Tuesdays of successive weeks. The examination took place at Framingham, on the 4th and 5th of the month; at Salem, on the 11th and 12th; at Bridgewater, on the 18th and 19th; and at Westfield, on the 25th and 26th. From the examination of the Westfield School, which has never been in a more flourishing condition than at the present time, we have as yet received no intelligence. The examinations of the other schools are represented as having been highly honorable both to teachers and pupils.

We believe that there are no institutions in the State that are more strongly characterized by earnest and intelligent effort, on the part of both instructors and students; and none in which a greater amount of attainment and mental culture is secured during an equal period of study. The progress sometimes effected in a short course of a year, or a year and a half, seems almost magical; and makes one inclined to fancy that, hidden in the cabinets of these schools, there must be some *philosopher's stone* for transmuting the baser metals into gold.

The examinations had reference in part to the Theory and Practice of Teaching, and, as illustrating these, to subjects of elementary instruction; and in part, they took a higher range in literature and science, introducing Trigonometry, Conic Sections, Mechanics, Hydrostatics, Optics, Astronomy, History, English Literature, &c. Teaching exercises conducted by the pupils were also introduced, and compositions were read by members of the graduating classes. The twofold purpose of these Schools was thus shown; on the one hand, to increase the knowledge and personal culture of the pupils, to give a higher and broader range to their thoughts and aspirations;

and on the other, to bring all this personal improvement into direct relation to the great work of teaching, in its various departments from the most elementary to the highest.

The number of graduates at Framingham was thirteen; at Salem, fifty-three; and at Bridgewater, twenty-six,—six gentlemen and twenty ladies. Among the exercises specially related to their graduation were Addresses by the Principals; Poems, at Framingham by Miss A. C. Brackett, of Somerville, and at Salem by Miss M. A. Dunn, of Salem; Valedictory Addresses,—heard with many a tear,—at Framingham by Miss S. Wilson, of Marlboro', at Salem by Miss G. Lane, of Ipswich, and at Bridgewater by Mr. W. J. Everett, of Canton; the conferring of Diplomas; and Parting Hymns, written for the several occasions, and sung by voices trembling and sometimes breaking with emotion. As we look over the different programs, we are struck with the great variety in the key notes of these hymns.

"Come, sisters, come!
Join in a glad some song;
Send music's strain along;
Leave not one heart or tongue
Silent or sad.
Join in the chorus;
Life's bright before us,
Young hearts are glad."

"As we turn, with dazzled eyes,
From the brightness of the past,
Clouds of sorrow veil the skies;
Shadows o'er our way are cast."

"Oh, is it true, we're going?
That these glad hours are past?
Is all our school life over,
This little song our last?
Shall we no more together
Climb up the rugged hill,
And drink rich draughts of pleasure,
From science' sparkling rill?"

"Toil, that deep furrows ploughs
On sunny faces,
Will on these youthful brows
Leave its stern traces.
But may each course be bright,
Each do his work aright,
Each be a shining light,
In earth's dark places."

As specimens of the beauty, pure and philanthropic sentiment, lofty aspiration, and sublime faith, which in their different measures characterize these hymns, we can transfer to our pages, in full, only two,—kindred in spirit, but exceedingly diverse in style and tone.

A PARTING BLESSING.

"When Winter's royal robes of white,
From hill and vale are gone;
And the glad voices of the Spring
Upon the air are borne:—
Friends who have met with us before,
Within these walls shall meet no more.

"Forth to a noble work they go ;
 Oh, may their hearts keep pure,
 And hopeful zeal, and strength be theirs
 To labor and endure ;
 That they an earnest faith may prove
 By words of truth, and deeds of love.

"May these, whose holy task it is
 To guide impulsive youth,
 Fail not to cherish in their souls
 A reverence for Truth.
 For teachings which the lips impart
 Must have their source within the heart.

"May all who suffer, share their love, —
 The poor, and the oppressed ;
 So shall the blessing of our God
 Upon their labors rest.
 And may we meet again where all
 Are blest, and freed from every thrall."

A PRAYER.

"Creator, thou who out of nought
 The universe hast made,
 Beyond the reach of highest thought,
 Thou dwellest unsurveyed.
 The vast illimitable space,
 Where starry systems roll,
 Enfolded lies in thy embrace,
 Almighty Parent Soul !

"Yet never on our little earth
 One sparrow falls unknown ;
 Nor tiniest blade of grass hath birth,
 Unnumbered from thy throne.
 How much more rules o'er human lives
 Thy never-failing care !
 Never a heart unnoticed strives,
 Nor unheard soars a prayer.

"Oh, make us feel thy presence now ;
 Unveil our inward sight ;
 Thyself unto our spirits show :
 They wait thy promised light.
 Oh, strengthen thou each waiting heart
 Before thee here to-day ;
 Thy Holy Spirit, Lord, impart,
 And teach thy perfect way."

Let such hymns as these represent the culture and character of our future teachers, and we have no fears for our schools.

PHYSIOLOGY. — Dr. Cornwell, formerly of Greene County, Ill., died recently in Petersburg, Va., and left a will devising some \$10,000 worth of real estate so that the income of it shall purchase books on physiology, especially Graham's and Dr. Alcott's, for distribution in the common schools of Greene County, Ill.

INTELLIGENCE AND MISCELLANY.

THE NEW SPEAKER.—The career of Mr. Banks is full of interest and hope, more especially to the young. He has risen to his present post from the humblest life. His early days witnessed him struggling with poverty, and when a boy of 15 years, working sixteen hours a day in the machine shop of the Boston Manufacturing Company, at Waltham. He was born in 1816, and is 40 years old. His first appearance in public, except in a dramatic club formed by the young men of Waltham, was as a temperance lecturer, making his *debut* in Watertown. He read from manuscript before him. It was a creditable production. He subsequently obtained much skill as a speaker, in the debating club of the town. From that period, some fifteen years, to the present, he has engaged more or less in politics. His thirst for knowledge has always been very marked; and to gratify it, while in the machine shop, he regularly spent the hours after work until midnight.

In 1848, he commenced the study of law in the office of the late Robert Rantoul, Jr. In 1849, '50, '51, and '52, he represented his native town in our Legislature; and in '51 and '52, was chosen Speaker. He was also elected President of the Constitutional Convention, one of the most marked gatherings ever held in Massachusetts. He was elected to Congress in 1852, and again in 1854. On the last day of *nine weeks'* continuous balloting, he is elected Speaker of the House; a culminating point, we happen to know, of his oft-cherished ambition.—*Bee.*

SCHOOLS OF NEW YORK.—We derive the following statistics from the Message of Governor Clark:—Amount expended for teachers' wages during the year, \$2,301,411.25; for school libraries, \$55,216.31; for school-house sites, school-houses, and fuel, \$863,990.53;—total, \$3,220,618.09. School districts, 11,748; children of suitable age to draw public money, 1,223,987; children in attendance upon district schools, 900,532; volumes in the district libraries, 1,105,370; school-houses, 11,038,—of which 9,356 are framed buildings, 715 of brick, 576 of stone, and 381 of *logs*. He recommends important changes in the school system of the State.

EDUCATION IN NEW JERSEY.—The Superintendent of Public Schools in New Jersey reports that the number of children in the State, between the ages of five and eighteen years, is 173,014, of whom 144,923 have attended school the past year, being an increase of 9,883 over 1854. The amount of money raised and appropriated to school purposes, including the State appropriation of \$80,000, was \$475,168.64, being an increase over 1854 of \$86,596.78. The school commissioners recommend the establishment of free schools.

OBITUARY.—Prof. Edward T. Channing, one of the "Channing Brothers," and for thirty-two years Boylston Professor of Rhetoric and Oratory in Harvard College, adorning the position by his learning, fidelity, pure taste, and severe but friendly criticism, died at Cambridge, on the 8th ult., aged 65.

Samuel Rogers, the poet of "Memory," as Campbell of "Hope," and Akenside of "Imagination," died at his house in St. James' Place, London, on the night of December 17th, at the venerable age of 93 years. His remains were interred in the once rural churchyard of Hornsey, not far

from Stoke Newington, the place of his birth. Some lines which he loved, "worth all the fine writing," he was wont to say, "that the world ever produced," will not unfailingly conclude this notice:—

A GRAVE BENEATH A TREE.

When my soul flies to the first great Giver,
Friends of the Bard, let my dwelling be
By the green bank of that rippling river,
Under the shade of yon tall beech-tree.
Bury me there, ye lovers of song,
When the prayers for the dead are spoken,
With my hands on my breast,
Like a child at rest,
And my lyre in the grave unbroken.

SCHOOL-HOUSES.—The lack of taste perceptible all over the country, in small buildings, is a decided bar to healthy social enjoyment; it is a weakness that affects the whole bone and muscle of the body-politic. It is a needless inconsistency; for a full exercise of freedom of speech and action should naturally result in a full, free exercise of the innocent enjoyment that unfettered industry renders possible. A refined propriety and simple, inexpensive grace ought habitually to be the distinctive marks of every habitation in which a free American dwells. Unfortunately, however, this is not the case. Even the village school itself, in which the earliest and most active germs of progressive thought are commenced, is almost always a naked, shabby structure, without a tree or a shrub near it, and is remarkable, chiefly, for an air of coarse neglect that pervades its whole aspect.

The improvement of the village school-house is, probably, the most powerful and available means that can be applied toward effecting a change for the better in the appearance of rural dwellings generally. All see it, all are interested in it, and all are more or less influenced by its conduct and appearance. It is placed under the control of the leading men in each place, and it might easily be made the most cheerful and soul-satisfying building in the neighborhood, instead of, as at present, a God-forsaken, forlorn-looking affair, that is calculated to chill the heart and insult the eye of every thoughtful beholder.

The cost would be utterly incommensurate with the advantage to be obtained. An extra hundred or hundred and fifty dollars, at first starting, would do much. The roof might then have a good projection, and be neatly finished; some sort of simple porch might be added; the chimney might be slightly ornamented, and the rest would then depend on proportion, color, and surrounding the building, from time to time, with shrubs, creeping vines and young trees. These, in after years, would offer a welcome shade, and give an air of domestic comfort and liberal vitality to the whole effect. A similar result, through precisely similar means, would probably, in course of time, be arrived at in the small cottages in the vicinity; and, as success would be cheap and invariable, the example would have a fair chance of being followed.—*Anon.*

PERFECTION.—A friend called on Michael Angelo, who was finishing a statue; some time afterwards he called again; the sculptor was still at his work. His friend, looking at the figure, exclaimed, "You have been idle since I saw you last." "By no means," replied the sculptor, "I have softened this feature, and brought out this muscle; I have given more expression to this lip, and more energy to this limb." "Well, well," said his friend, "but all these are trifles." "It may be so," replied Angelo; "but recollect that trifles make perfection, and that perfection is no trifle."

"Life's real scenes should be thy stage.
 Act well and nobly there;
 Subdue thy passions, curb their rage;
 Thou mayst not man's applause engage,
 But that of angels share!"—*J. Nock.*

STRIKE THE KNOT.—When we were boys, little fellows, our father began to teach us to work, and we were anxious to perform the allotted tasks. We were splitting wood. A rough stick, with a most obstinate knot, tried all the skill and strength of a weak arm, and we were about to relinquish the task when father came along. He saw the piece of wood had been clipped down and the knot hacked around, and took the axe, saying, "Always strike the knot." The words have always remained safe in my memory. They are precious words, brethren. Never try to shun a difficulty, but look it right in the face; catch its eye, and you can subdue it as a man can a lion. It will cower before you and sneak away and hide itself. If you dread difficulties, they will grow upon you, till they bury you in obscurity.

WEALTH NOBLY USED.—The *Transcript* learns that George Peabody, Esq., the distinguished London banker, has made an additional donation, \$15,000, to the Peabody Institute, in South Danvers. It is given for the purchase of estates adjoining and situated on each side of the Institute, and for improving and beautifying the grounds connected therewith. On the estates are two commodious dwelling-houses, the income of which is to be appropriated for the benefit of the lyceum and library. This last donation makes \$45,000 which Mr. Peabody has given to his native town for the establishment and support of one of the best institutions in the State; besides, he has had purchased and forwarded for the library twenty-five hundred volumes of valuable books.

A. Shade, Esq., has built and presented to the Episcopal church in Galt, Canada, a school-house which cost \$20,000. This is a "shade which follows wealth or fame" to some good purpose.

"When one that holds communion with the skies
 Has filled his urn where those pure waters rise,
 And once more mingles with us meaner things,
 'Tis e'en as if an angel shook his wings.
 Immortal fragrance fills the circuit wide,
 That tells us whence his treasures are supplied.
 So, when a ship, well freighted with the stores
 The sun matures on India's spicy shores,
 Has dropped her anchor, and her canvas furled,
 In some safe haven of our western world,
 'T were vain inquiring to what port she went,
 The gale informs us, laden with the scent."—*Cowper.*

MASSACHUSETTS SCHOOL FUND.—The Auditor's Report represents the School Fund as having reached the sum of \$1,625,932.30. Of the income of this fund, one-half is distributed among the towns; the other half is applied to more general educational purposes, or added to the principal.

SCHOOLS OF MAINE.—For the year ending April 1st, the whole number of scholars, between the ages of four and twenty-one years, was 238,248; amount of money raised for the support of schools, \$333,019.76, being \$51,871.76 more than required by law; amount expended for school purposes, \$491,060.29; estimated value of school-houses, \$870,005.

There are two hundred and thirty-four boys in the Maine State Reform School.

MINNESOTA.—We learn from the Message of Governor Barstow, that every village in the Territory has a school for the education of male children, all of which are well attended. The colleges and seminaries of learning in St. Paul are in a flourishing condition. The Territorial University, located at St. Anthony, has not progressed since the last year, for want of funds.

“It is a beautiful belief,
That ever round our head
Are hovering on noiseless wing
The spirits of the dead.
It is a beautiful belief,
When ended our career,
That it will be our ministry
To watch o'er others here;
To lend a moral to the flower,
Breathe wisdom on the wind,
To hold commune at night's lone hour,
With the imprisoned mind;
To bid the mourner cease to mourn,
The trembling be forgiven;
To bear away from ills of clay,
The infant to its heaven.”

EFFECTS OF MECHANICAL SKILL.—To show how mechanical skill and labor add to the value of raw material, the *British Quarterly Review* gives this instructive calculation:—A bar of iron valued at \$5, worked into horseshoes, is worth \$10.50; needles, \$355; penknife blades, \$3,285; shirt buttons, \$29,480; balance springs of watches, \$250,000. Thirty-one pounds of iron have been made into wire upwards of one hundred and eleven miles in length, and so fine was the fabric, that a part of it was converted, in lieu of horsehair, into a barrister's wig.

YANKEE INGENUITY.—The Patent Office has been very active during the last year. One thousand nine hundred and forty-six patents were issued, the largest number any one year has ever yet shown.

CENTRAL SUN.—Mr. Maedler, the author of the recent investigation with reference to the central sun, reaches the conclusion that Alcyone, the principal star in the group Pleiades, now occupies the centre of gravity, and is at present the sun about which the starry universe revolves.

HOW TO BE LOVED.—Here is a secret worth knowing. William Wirt, in a letter to his daughter, thus insists upon the importance of the “small sweet courtesies of life.” Depend upon it, he is right. He says:—“I want to tell you a secret. The way to make yourself pleasing to others, is to show that you care for them. The whole world is like the miller at Mansfield, who cared for nobody, — no, not he, — because nobody cared for him. And the whole world will serve you so, if you give them the same cause. Let all persons, therefore, see that you do care for them, by showing them what Sterne so happily calls the small sweet courtesies in which there is no parade; whose voice is too still to tease, and which manifest themselves by tender and affectionate looks, and little acts of attention, giving others the preference in every little enjoyment at the table, in the field, walking, sitting, or standing.”

WORDS, AS USED AND ABUSED. — A celebrated hangman in England, in showing the gallows attached to Newgate, observed to the bystanders that he had hung twenty persons on it at one time. Some one suggested that it was too small. "Oh, no, bless you, twenty-five persons could swing on that *very comfortably!*"

The Lynn News tells a good story of two boys, one of whom was boasting of the beauties of his father's house. "It has got a cupola," said he, "and it's going to have something else." "What is it?" asked his interested companion. "Why, I heard father tell mother this morning that it's going to have a *mortgage* on it!"

At a Sunday School not a million miles from this city, one of the classes was considering that passage of scripture, "our days are swifter than a post," when the teacher explained that this had doubtless reference to the seeming swift motion which the posts by the roadside have, when you are passing in a vehicle rapidly by them, in the rail cars for instance! This will do. — *Portland Advertiser.*

A gentleman, who was in the habit of larding his discourse with the expression "I say," having been informed by a friend that a certain individual had made ill-natured remarks upon this peculiarity, took the opportunity of addressing him in the following amusing style of rebuke: — "I say, sir, I hear say you say I say 'I say' at every word I say. Now, sir, although I know I say 'I say' at every word I say, still I say, sir, it is not for you to say that I say 'I say' at every word I say."

SCHOOL ITEMS. — The scholars of the village school in Greenfield, which the little colored boy, Charles H. Taylor, who was burned to death in the destruction of D. W. Alvord's house, attended, have contributed money to purchase a gravestone for him.

Maria Robe, a school-girl aged eleven, was so frightfully burned in Albany, on Friday, that her recovery is said to be impossible. Her apron caught fire while she was standing by the school-room stove.

A boy was accidentally fastened into a school-house in Bangor on Thursday afternoon, after the close of the school, and being unable to make himself heard, passed the night there, and had his arms badly frozen. — *Late Papers.*

"How beautiful is snow,
The blossom of the rain;
How like aerial flowers
Wafted from floating isles
More buoyant than the air,
The silent flakes descend.
Snow, on the earthly sphere,
Is the pellucid spray
Of ocean, that cold air
Weaves into fleecy robes
To clothe the winter world."

TEACHING-POSTS. — There is a strong resemblance between a teacher who has ceased to cultivate his own mind, and a finger-post. Both point to the road they never go themselves.

ARITHMETIC UNCERTAINTY. — "Why," said an argumentative gentleman, "it is as plain as that two and two make four." "That I deny," retorted his antagonist, "for 2 and 2 make 22."

AN IMPORTANT TRUTH.—The misery of human life is made up of large masses, each separated from the other by certain intervals. One year, the death of a child; years after, a failure in trade; after another longer or shorter interval, a daughter may have married unhappily; in all but the singularly fortunate, the integral parts that compose the sum total of the unhappiness of a man's life, are counted and distinctly remembered. The happiness of life, on the contrary, is made up of minute fractions—the little, soon forgotten charities of a kiss, a smile, a kind look, a heartfelt compliment in the disguise of a playful raillery, and the countless other infinitesimals of pleasurable thought and genial feeling. — *Celeridge.*

It is the heart alone which renders a man truly eloquent. It is that alone which, in barbarous as well as cultivated ages, gives that affecting character to poetry which renders the poet immortal.

AGASSIZ' GREAT WORK ON NATURAL HISTORY.—The *Advertiser* prints a list of the subscribers to this work. The very remarkable number, alike honorable to the author and the country, of one thousand seven hundred copies have been subscribed for.



EDITORIAL POSTSCRIPT.

MARCH MEETINGS.—Will all our readers in Massachusetts who have votes to cast, permit us to exhort them not to fail, on any consideration, of making the best possible use of those votes for the advancement of education, at the approaching town and district meetings,—laying aside every meaner motive, and acting simply and nobly for the highest welfare of the young and of the whole community? And will you not take special pains to induce others to join you in this action? All our readers, whether voters or not, can exert an influence for this great cause. Shall it not all be exerted? Think how soon our opportunity of doing anything by vote or influence will have wholly passed away. Think how soon the boys and girls now learning lessons in the school, or in the street, will have become *Massachusetts*. What shall that Massachusetts be?

CO-WORKERS.—We are happy to welcome one of our late teachers in Massachusetts to the corps of Educational Editors,—Mr. George B. Stone, who won so high a reputation as Principal of the High School in Fall River, and who is now Superintendent of Schools in Indianapolis. The "*Indiana School Journal*," of which we have received the first number, bearing his name as Resident Editor, with those of Messrs. Henkle, Barnes, Chase, Gole, Patch, and Hoyt, and Misses Wells and Chamberlain, as Associate Editors, and published by the Indiana State Teachers' Association, gives excellent promise of being a valuable coadjutor in the good work.

We are grieved to read the valedictory of Dr. A. D. Lord, who has accomplished so much for the cause of education, both in other ways, and especially by his ten years' service as Editor of the *Ohio Journal of Education* and other school periodicals. He is succeeded, as Editor of the *Journal* and Agent of the Ohio State Teachers' Association, by the Rev. A. Smyth, late Superintendent of Schools in Toledo, and Editor of the *Toledo*

Teacher, to whom we are prepared, from his past reputation and labors, to extend a cordial greeting.

We have also received a Prospectus from our friend, Mr. Charles E. Hovey, late Principal of the Framingham High School, — now teaching in Peoria, Ill., and holding the honored position of President of the Illinois State Teachers' Institute, — who is henceforth to be the Editor of the *Illinois Teacher*. We bid our types shake hands with him most heartily for us, and wish him the fullest success, crowning his characteristic zeal and energy, in his new duties.

DANCING OF TYPES. — On the 73d page of the recent Report of the Board of Education, in the 6th line, the letters of the word "over" took the liberty of interweaving in "the mazy dance," and assuming the queer form of "vore."

QUESTION BOX. — We regret that the report of questions and answers from our "Box," after having been made up and put in type, must be deferred till the next month, from disappointment in not receiving in season the illustrative wood cuts, which were promised last week.

NORMAL SCHOOLS. — The examinations for admission to the State Normal Schools will take place on the following days, beginning on each day at or about 9 o'clock, A. M.; at Framingham, on Tuesday, March 4th; at Salem, on Tuesday, March 11th; at Bridgewater, on Wednesday, March 19th; and at Westfield, on Wednesday, March 26th. If our young teachers and candidates for teaching have become aware of the great benefits to be derived from these Schools, the examinations will be thronged. We are happy to learn that the Principals have already received many letters of application or inquiry. We find in the Worcester Transcript, the following from a correspondent who attended the late examination at Framingham. We hope that the suggestion will be reduced to practice, and that the application will be extended to the other Schools. — "The condition of the School is eminently satisfactory. Mr. Bigelow was a very hard student in Europe, as we happen personally to know; and he has brought its full results to his work. Do you not know of some one who would be profited by the discipline of the School, and would gladly be fitted for the teacher's work? If you do, why not try to send her to Framingham?"

We rejoice to learn that so many of the graduates of the Salem School propose to return after the vacation, and form an advanced class for the pursuit of higher studies. Similar classes will perhaps be formed in some or all of the other Schools. This will furnish an excellent opportunity for those who have completed the usual normal course or an equivalent in past years, to extend their studies, with the aid and pleasure to be derived from zealous associates and able teachers, and thus to prepare themselves for yet higher usefulness.

We have been informed since the preceding was put in type, that several of the former graduates of the Framingham Normal School have made arrangements to return at the beginning of the approaching term, for the purpose of pursuing an advanced course of studies. Will not others join them?

TEACHERS' INSTITUTES. — Of these "Flying Normal Schools," as they have been called, which have accomplished so much for the advancement of education, and which teachers who have the true spirit for their work make such a point of attending whenever they have opportunity, the following have been appointed for this month: — one at South Dennis, to commence on Monday, March 24th; and one at Kingston, to commence on Monday, March 31st. A prompt attendance will be important, as two lectures are usually delivered in the Institutes Monday forenoon.